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ABSTRACT

This document serves as a guide for teacher education institutions and programs designed to prepare educators for meeting their responsibilities in the area of human rights and human relations. This second edition of the guide represents a substantial modification of the original guide, and includes many activities, experiences, and suggestions from individuals and representative institutions who have been actively involved in implementation efforts to improve their teacher education programs in the areas of human rights. The book is divided into five parts, which describe the foundations of a human rights program, and the kind of leadership needed to implement a program, individual and institutional practices developed for actually dealing with human rights issues, and strategies for the implementation of human rights education programs into public school systems. An extensive bibliography of both print and audiovisual materials is appended. (LB)

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A REVISED GUIDE FOR IMPROVING TEACHER EDUCATION IN HUMAN RIGHTS

SWCHRS

Phi Delta Kappa Teacher Education Project
on Human Rights — 1973

In Collaboration with the
Southwest Center for Human Relation Studies
National Conference of Christians and Jews

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A GUIDE FOR IMPROVING TEACHER EDUCATION IN HUMAN RIGHTS

Phi Delta Kappa Teacher Education
Project on Human Rights

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Norman, Oklahoma 73069

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Statement of Purpose

To serve as a guide for teacher education institutions and programs designed to prepare educators for meeting their responsibilities in the area of human rights and human relations.

MAY 23 1980

THE HUMAN RIGHTS CREED IN EDUCATION

Preamble

As an educator in a democratic society, concerned with the human rights of people everywhere, I will exemplify in my behavior a commitment to these rights. Educators and the educative process must have a more significant impact in ensuring these rights for all people. Thus, I will translate my belief in basic human rights into daily practice. I believe in the right and its concomitant responsibility...

1. To Equal Opportunity for All in:

    Education
    Housing
    Employment
    The exercise of the franchise
    And representation in government

2. Of Due Process and Equal Protection Under the Law
3. Of Freedom of Speech and of the Press
4. To Dissent
5. To Freedom of or from Religion
6. To Privacy
7. To Be Different
8. Of Freedom from Self-Incrimination
9. To a Trial by a Jury of Actual Peers
10. To Security of Person and Property
11. To Petition and Redress of Grievances
12. To Freedom of Assembly

Developed by
Phi Delta Kappa
Commission on Education
and Human Rights

PREFACE

For many years Phi Delta Kappa had an active National Commission on Education and Human Rights. This commission, after involving Phi Delta Kappa chapters all over the nation, prepared the basic Statement on Human Rights and Responsibilities in Education found on Page 2 of this Guide. The statement was first published in the April, 1968, Phi Delta Kappan.

HEW then funded a proposal from the commission which established the National Phi Delta Kappa Teacher Education Project on Human Rights with additional financial support provided by Phi Delta Kappa and the National Conference of Christians and Jews. The National Conference of Christians and Jews and the National Education Association co-sponsored the project with Phi Delta Kappa. HEW support for the project came to an end in June, 1972 and the project was continued during the 1972-73 school year with total financial support and co-sponsorship from Phi Delta Kappa, the Southwest Center for Human Relations Studies at the University of Oklahoma, and the National Conference of Christians and Jews. The project is located at the University of Oklahoma and is directed by Dr. Ira Eyster.

Policy and direction for the project in 1973 are provided by a National Policy Committee composed of representatives of Phi Delta Kappa, and a representative from the National Conference of Christians and Jews.

A major purpose of the project was to prepare a Guide which teacher education institutions might use in developing promising programs and practices in human rights for prospective and in-service professional educators. A second purpose was to involve teacher education institutions over the nation in efforts to prepare and implement the Guide. A total of twenty-one teacher education institutions were actively involved in the project from 1970-72. The first edition of the Guide was completed in June, 1971, and approximately 5,000 copies were distributed to teacher education institutions, school systems, and professional education organizations and groups.

This second edition of the Guide represents a substantial modification of the original Guide and includes many activities, experiences, and suggestions from individuals and representative institutions who have been actively involved in implementation efforts to improve their teacher education programs in the area of human rights.

Limitations of staff, space, and funds prohibited the inclusion of many materials produced by the participating institutions. Some of these materials which may be of value to those utilizing the Guide may be obtained from the Southwest Center for Human Relations Studies at the University of Oklahoma for a nominal charge covering duplication and mailing costs, or from participating institutions.

Glenn R. Snider, Chairman
National Policy Committee
Phi Delta Kappa Teacher
Education Project on Human
Rights

ACKNOWLEDGMENTS

The project staff consisting of Ira Eyster, director, Glenn Snider, chairman of the national committee, and Gertrude Noar, nationally known human relations consultant, played major roles in the production of the original and revised Guides.

Others who made contributions to the original Guide are members of the Phi Delta Kappa National Policy Committee on Human Rights, the institutional representatives from participating institutions, and John Pulliam. Charles Foster, Don Robinson, and Oscar Lee made valuable contributions in revising specific sections and final editing.

Donald Hall, director of the Southwest Center for Human Relations Studies, and Joe Garrison and staff of the Consultative Center for Equal Educational Opportunity, University of Oklahoma, provided valuable inputs in the preparation of the Guide and in support of activities with the consortium of Oklahoma colleges and universities.

A function crucial to the development of the Guide was the involvement of the participating institutions under the leadership of the institutional representatives. This involvement provided feedback of a most practical nature as the Guide evolved. The members of the national committee and their supporting agencies provided needed assistance in formulating policy and rendering direction for the project.

It is impossible to acknowledge all persons who have given their assistance to development of this Guide.

Appreciation is also due Mr. Paul Evans, who designed the cover, and Mrs. Kay Walters, who typed the drafts and final report.

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PART I

FOUNDATION FOR A HUMAN RIGHTS PROGRAM

Section 1 - Education and Human Rights

Section 2 - Human Rights and Civil Rights

Section 3 - Education and Human Rights: A Conceptual Framework

Section 4 - Human Rights: Within a Legal Framework

Section 5 - Racism and Human Rights

Section 6 - Responsibility and Human Rights

EDUCATION AND HUMAN RIGHTS

A STATEMENT OF THE PHI DELTA KAPPA COMMISSION ON EDUCATION AND HUMAN RIGHTS

INTRODUCTION

The concept of human rights is as old as man and goes to the very core of relationships among men. It is a dynamic force rooted in basic moral and ethical values.

If human potentialities are to be realized, society must be concerned not only with theoretical and philosophical concepts of human rights, but equally with translating these concepts into realities expressed in the behavior of free man. It is imperative that human beings live together in ways which accord each person, irrespective of biological and cultural differences, full dignity, respect, and value, simply because he or she is human. This objective cannot be achieved unless each human being has the opportunity, through education, to develop his abilities and talents.

A commitment to human rights requires that no person be denied opportunity to engage in any kind of activity which is valued and rewarded by his society. While national origin, racial identity, religious preference, economic status, and other factors which differentiate human beings must be accepted as realities, none of these conditions should add to or detract from the worth of an individual as he is perceived by other human beings. Education's goals must include reducing the more mischievous differences and bolstering the concept of equal worth.

Some of the most disturbing and far-reaching problems of our society center in the area of human relationships and responsible citizenship. They will be resolved only as the capacity of individuals to deal with them is improved. This capacity is likely to be improved in a democratic society only as more people understand and become committed to the values and human rights delineated in the basic documents which constitute the legal foundation for organized government.

The purpose of this statement is to define human rights and identify the values which support them, describe the role of education in achieving basic human rights, and illustrate school policies consistent with that role.

VALUES

The values a people hold are beliefs giving direction and meaning to their behavior. Among the beliefs basic to realization of the rights of free men in our society are: that each individual is equal in dignity and worth to every other individual; that freedom must be granted to pursue individual goals which do not infringe upon the rights of others; that the application of reason is the best means of resolving man's problems; that institutions are established by men and should contribute to the welfare of the individual and society; that the concepts of truth and moral responsibility are crucial and fundamental.

HUMAN RIGHTS

The human rights most prized by our society grew out of struggles celebrated in the history of Western civilization. Man's unending search for human rights produced the tenets of Judaism and Christianity; the principles of Graeco-Roman philosophy and law; the Magna Carta; the Petition of Right; the Declaration of Independence; the Constitution of the United States; the Declaration of the Rights of Man; the Universal Declaration of Human Rights of the United Nations; and a long list of other declarations, documents, proclamations, legislative enactments, and judicial decisions, the proud product of democracy.

Among the rights these landmark statements seek to secure are life; liberty; security of person; equality of opportunity for every individual in every facet of life; freedom of speech; freedom of press; freedom of (or from) religious belief; the right of due process; freedom of assembly, petition, and redress of grievances; protection against unreasonable search and seizure; freedom from self-incrimination; the right to trial by a jury of peers; the right to privacy; the right to fair and equal representation in government; the right to own property and enter into contracts; the right to select leaders through the exercise of the franchise; and the right to dissent.

EDUCATION

Formal education is a powerful and effective means by which our society can realize the promise of our human rights heritage. It is important that educational programs emphasize not only the rights but the responsibilities inherent in each of them. A major challenge for education at all levels is to teach and practice these rights and responsibilities faithfully and well in every classroom.

It is impossible to teach and practice democratic values and human rights and responsibilities in a school in which the worth of the individual is not prized; consequently, every person engaged in the formal education process, including members of governing boards, should in his behavior exemplify commitment to these human rights and responsibilities and the values which support them. It is, of course, extremely difficult to achieve the goals identified here in a school which is racially segregated, whether the segregation results from consciously adopted policy or from historical forces more difficult to reverse.

BEHAVIOR

A democratic society is attaining its goals when the thoughts, attitudes, and overt behaviors of the people exemplify the values and human rights and responsibilities identified.

Illustrative of behaviors which demonstrate a commitment to some basic human rights are the following examples:

1. Freedom of Speech - All persons have the basic right to express opinions and ideas on any subject or issue. All students should have access to truth in relevant published materials and must be free to discuss controversial issues, with responsible direction in the classroom or on the school campus.

2. Due Process of Law - All persons are presumed innocent until proven guilty. Students suspected of violating school's rules or regulations should be presumed innocent until guilt is established; no situation or condition, however, relieves the individual student from the necessity of exercising good judgment and responsibility.

3. The Right to Privacy - Every individual has the right to privacy of person and action, as he develops his personality and tastes, so long as he does not infringe upon the rights of others. The school should not impose undue restrictions on patterns of dress and personal grooming on the mere assumption that they unfavorably influence the learning situation.

4. The Right of Dissent - All persons should have the right to take a responsible point of view on any issue without fear of recrimination or reprisal. A student should be able to take issue with the teacher's views on a given issue without being labeled a troublemaker or suffering a lowering of his grades, just as a teacher should be able to take issue with administrators at proper times and places, without penalty.

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5. The Right to Equal Opportunity - No person shall be denied equal opportunity for education. Schools should not require students to take courses or educational experiences at inappropriate levels of interest, ability, and comprehension, nor should the school establish arbitrary and capricious restrictions on students as a condition for participation in programs of the school.

The values and the human rights identified in this statement apply to society as a whole. Because education is a major vehicle for the achievement of these rights, the school should make them central to its philosophy and practice.

Section 2

HUMAN RIGHTS AND CIVIL RIGHTS

The concept of human rights is based on the belief that human beings live together in ways that accord each person full dignity, respect, and value, simply because he is human. Human rights become civil rights when they are enforced through judicial (legal) or administrative action. The human rights which are the major concern in this Guide are, for the most part, civil rights. There are some generally recognized human rights, however, that have not yet become civil rights, such as the right to learn, the right to work, and the right to an adequate standard of living.

Human rights and civil rights will not endure unless we know as citizens what we should preserve and why. Making a democracy function will never be an easy job. The task cannot be done unless there is general acceptance of individual liberty to act responsibly, a concern most important in time of local or national crisis. Supreme Court Justice Brennan has said, "If we don't recognize that civil rights and liberties are available in the hard cases, then we have no assurance that these rights will be available in the easy cases."

In 1948 adoption of the Universal Declaration of Human Rights by the United Nations gave this matter an international dimension. However, the rights enumerated in it become civil rights only as each nation establishes the legislative, administrative, and judicial safeguards for their exercise by the citizens of that nation. Unfortunately, this condition does not prevail in numerous nations which have adopted this declaration.

Section 3

EDUCATION AND HUMAN RIGHTS: A CONCEPTUAL FRAMEWORK

The United States is by no means a perfect democracy, but it is more democratic than most of the nations of the modern world. If some substantial degree of democracy is to persist--if a higher level of civilization is to be attained--students and teachers must be concerned with the fundamental values upon which a democratic society is built. These values imply human rights and human responsibilities. Yet the schools, which are the training grounds for future citizens, often violate the most basic human rights.

Historically, this nation has been committed to the abstract ideals of democracy as stated by John Locke and willing to defend inalienable rights , as life, liberty, and the pursuit of happiness. However, a high regard for the concept of democracy in general by no means offers a solution to conflict over specific rights or interpretations of democracy. Unfortunately, there are as many meanings as there are contexts and adherents. Plainly the John Birch Society and the Students for a Democratic Society do not agree on what constitutes a good life, the good citizen, the good society, the meaning of democracy, or the proper interpretations of human rights.

Nevertheless, a core of common beliefs about democracy does exist among most Americans, and this core is fundamental to any consideration of rights. It is absurd to discuss political, civil, or human rights outside a context in which such rights exist and are respected. Totalitarian societies make a mockery of such fundamental values as the dignity and worth of the individual.

The meaning of democracy is vital to education for at least two reasons. The people are the final authorities in educational matters, especially in regard to goals. Education must prepare the next generation for full participation in the democratic process.

Educational leaders have long assumed that a democratic society founded upon a republican constitution constitutes necessary and sufficient authority for the school system. Public schools are supposed to carry out the wishes of the public, that is, of all the people; and, therefore, the need for clarity concerning democratic values can hardly be overstated. Not only must educational philosophy be grounded in the democratic creed, but the methods and the curriculum used must be consistent with democratic ideals. The process of democracy is not learned in an authoritarian classroom, nor does respect for human rights flourish in an atmosphere where basic human rights are violated.

Education is the process by which children acquire the attitudes, motives, beliefs, skills, and methods of thinking which are sanctioned by adult society. In a democracy this process must be characterized by deep concern for the values and human rights previously identified. Schools are the major institutions involved in the transfer of the more refined aspects of the culture from one generation to the next. If the democratic tradition embodies the deepest intellectual and moral commitments of the American people, as Gunnar Myrdal says it does in An American Dilemma, then that tradition must be a basic component of education. Schools must define democratic ideals, they must provide leadership for the development of individual commitment to the rights and duties of the democratic citizen, they must teach about democracy without indoctrination.

It may be argued that many basic human rights are subject to as many interpretations as democracy itself. It may also be claimed that rights such as freedom and equality are not compatible but actually conflict with one another. While these arguments have merit, the clarification and understanding of rights is still possible. Conflict between rights and interpretation of rights may be resolved by reference to a higher order of valuation by establishing priorities. This is Myrdal's position when he describes the American creed as that body of cherished values most central to a democratic people.

Myrdal believes that very few Americans challenge the creed or take issue with the principles of democracy. The problem is that many citizens hold conflicting values at the same time, or operate on a set of beliefs which are incompatible with these principles. Thus, a man may profess to believe in equality while engaging in an effort to prevent school integration or attempting to keep a black family from moving into his neighborhood. A major educational task, therefore, is illustrating the need for logical consistency in the value system by which we live. When values conflict, it is necessary to resolve the issue by choosing the value which is higher. Moral and political values represent the deepest and most sophisticated beliefs of the American people. Therefore, it is vital that educators be clear about the meaning of these values and the human rights which stem from them.

John Dewey, an outstanding spokesman for democracy, understood the clear consciousness of community in which individualism is balanced against genuine social concerns. Dewey insisted that democratic ideals, such as liberty, equality, and fraternity, are meaningless abstractions when they are isolated from community life. Equality and liberty are rights which are understood properly only when they are used as working rules for making everyday concrete decisions resulting in action. Democracy then descends from the utopian ivory tower and becomes a life style in which argument, persuasion, reason, and scientific investigation result in consensus. It becomes a way of life in which no right is demanded without understanding the responsibilities it implies. Every right is considered in relationship to other rights, and no act which violates rights goes unchallenged.

A major dilemma for democracies arises from the effort to safeguard the rights of individuals and the need to take strong measures to counter social dangers. Loyal opposition to the government is not only tolerated but is regarded as a patriotic duty, for democracy will die unless government is constantly subjected to the scrutiny of the public and constantly challenged by those who think they have better plans for action than those in operation. But dissent which goes beyond the pale of legality to the extreme of violent revolutionary action poses a supreme test. Just how far may a government go in protecting itself and its people without destroying its own foundation? To work diligently for the election of an opponent to an incumbent president is an activity which must be protected but to shoot a president with whom one disagrees cannot be condoned.

In recent years, the connection between civil rights and efforts to keep order has been strained. Assassination, hijacking, kidnapping, and bombing obviously cannot go unchecked. Such activities violate every principle of democracy and human rights as well. But extending to law officers the privilege of entering private homes without knocking or sending the National Guard against unarmed students comes very close to this violation. Both the anarchy of the mob and the police state are fatal to human rights and to democracy.

It is not sufficient to offer the student information in order to make him an intelligent adult citizen. Education for citizenship must grow out of actual participation in the democratic processes. There is little hope that human rights can survive where they are merely a part of the curriculum but not a part of the educational process and practices to which students and faculty are subject.

It is easy enough to describe instances in which individuals and institutions show a flagrant disregard for constitutionally protected rights and liberties. A more difficult problem arises when an attempt is made to define the limits of any right or to list all of the rights which a person might enjoy. Many individual rights like the liberty to express political views to our friends may be subsumed under more general categories, such as, freedom of speech, but it is possible to justify a very long list of rights. It therefore becomes necessary to select rights according to their priority or value in relationship to other rights. The Phi Delta Kappa Statement on Human Rights makes a defensible effort to identify those rights which are fundamental to teaching and learning and behavior in this democratic society.

American public schools and institutions of higher learning have a distinct responsibility for establishing institutional practices and behaviors which permit students to experience democratic processes based on the values and human rights enumerated in the Phi Delta Kappa statement. When it is realized that schools in general throughout America have been highly authoritarian institutions, the task of achieving this goal is admittedly difficult. The day is past, however, when schools can merely give lip service to this ideal.

A challenge which every school faces, therefore, is the development of a school climate in which high priority is given to student and faculty involvement in the processes and programs of the school, the creation of relevant courses and learning experiences, and a deep concern for the psychological and educational needs of students. These conditions are not likely to characterize public schools unless they are found in the institutions which prepare teachers and administrators for these schools.

Section 4

HUMAN RIGHTS: WITHIN A LEGAL FRAMEWORK

Central to the operation of our schools is a prevailing ideology, a set of attitudes that stress the need for a high degree of control over students by adults.

To understand fully how this ideology or system of governance came to prevail in our public schools one has only to recall that the public schools originated in Puritan Massachusetts. In that setting an inner circle kept the power tightly in its own hands. Non-conformists were not allowed to run for office or even to vote.

Discipline was simple and swift, and due process of law hardly existed. A code of laws proposed for Massachusetts in 1641 provided that "rebellious children, whether they continue in riott or drunkenesse, after due correction from their parents, or whether they curse or smite their parents, to be put to death."

During the time of this governance system the "Old Deluder Satan" Act was passed and our public schools took original shape. The Puritan community was also the setting in which the civil law dealing with public school discipline was born and nurtured. Most of the early court decisions which became the precedents on this subject came from local and state courts in New England and particularly Massachusetts.

From this ideology, built on a conviction that all students are children and, as such, irresponsible and in need of control for their own good, the system of governance for our great public school system developed and flourished.

Until recently, this same perspective of control continued to play a central part in the organizational life of many public schools. Administrators and institutions frequently enforced any rule or regulation which in their judgment was necessary to create a favorable climate for learning and education. Such action had and continues to have the support of a majority of the public, according to recent Harris and Gallup polls. It was the tradition in which school administrators were frequently trained and which they tried to uphold. And it provided the rationale for teachers' views of students which were reinforced, in turn, by an organizational structure allowing minimal student self-determination.

It was from this concept of control that courts were advised for many years by those who work professionally in the schools. Educational theorists dealt at length with issues of constraint and freedom in broad theoretical terms leaving application to school discipline unclear. Specialists in school law frequently tended to interpret the law in terms of its limitations rather than what it allowed. The courts assumed that rules in education were made by reasonable men and in general they supported boards of education and administrators in their application of school rules, however much they might limit personal freedom.

Of course, no ideology is universally embraced and there have been and are teachers and administrators who advocate more humanistic classrooms and approaches. Frequently such educators have encountered considerable pressure as they projected their humanistic views in a system or community with a strong control orientation.

Students also responded differently to the ideology of control. Some came to perceive their teachers and administrators as caretakers and enforcers rather than educators. They adapted to this system quite well by conforming and following the rules and, as such, were safe in the conviction that other people would rule their lives and look after their welfare.

Other students, however, resisted. Their response to the school's concept of control was frequently apathy or open hostility and rebellion.

It was the courts, rather than educators, who finally caused the schools to give substantial consideration to the concept that, if liberty is to survive, it must be sustained and fostered in the schools. The courts, in the two landmark decisions of in re. Gault and Tinker, not only redefined the role of administrators but made dramatically clear that they considered the highest educational objective of all schools to be the personal and internalized meaning of freedom and responsibility.

Such court decisions led many educators to question former school practices based on the ideology of control. An increasing number of court cases decided in favor of the plaintiff has caused many administrators to recognize that (a) students do have rights which the courts in many instances have seen fit to protect, (b) our schools need to be diligent in protecting the responsible exercise of the rights of both students and teachers, (c) school programs, rules, and regulations, should be evaluated in terms of the extent to which they adequately protect the basic rights of all concerned in the educational process, and (d) schools should be providing adequate opportunity for both students and teachers to be involved in the democratic processes which should characterize normal school organizational and administrative procedures.

Obviously the courts' more active role in the educational process has raised more questions than have been answered. Although it is clear now that some student in-school behavior is in principle legally protected and that the courts will protect it, what is not clear is the extent of control the school must have to discharge its responsibilities. The landmark cases encourage more litigation testing the parameters of needed control and clarifying the rights of students.

To further add to the confusion and uncertainty over the amount of authority the school needs and the rights students should have, the courts have frequently rendered conflicting decisions. Some decisions have been in favor of the plaintiff in one case and in favor of the defendant in another case where, on the surface, the two cases appeared to be similar. Although many accusations of inconsistency are doubtless due to ignorance of the circumstances of the particular case, it is true that court decisions have at times reflected individual and community orientation to school control.

Where, one may ask, does this leave the school administrator? The board of education? One alternative is to continue rigorous control and become a very specialized producer of legal evidence for use in the courts, depending heavily on control-oriented decisions as precedents in case of litigation. The merits of this alternative are obvious--security of operating as in the past and, frequently, community approval. The risks, while not so obvious, nevertheless exist--loss of respect of the younger generation, the possibility of decisions challenged and overthrown in court, and curtailed emphasis on educational objectives that provide students an opportunity to internalize the meaning of freedom and responsibility.

The more viable and stimulating alternative, in our opinion, is to accept the challenge of the courts with its related risks. The challenge is: to plan educational programs that teach freedom and commensurate responsibility; to continuously probe at controls to determine if a given control is indeed necessary to attain an appropriate educational objective; and very simply, to govern more democratically.

Section 5

RACISM AND HUMAN RIGHTS

Harold Howe, former U. S. Commissioner of Education, states: "Racism is widespread, pervasive, rampant, and on the increase at different rates in different places (and) very much evident in the education system." This view is shared by other perceptive observers of the current American scene.

The United States Commission on Civil Rights stated in 1970 that racism may be viewed as any attitude, action, or institutional structure which subordinates a person or group because of his race or color. Even though race and color refer to two different kinds of human characteristics, in America it is the visibility of skin color and other physical traits associated with particular colors or groups that marks persons as targets for subordination by the white majority.

Mere awareness of another person's color or race is not necessarily racist but racism is present when a reaction to color or race entails some kind of subordination. Much racism is unintentional and the person may be unaware that he is racist, but the result may be as damaging as an act which is intentional.

Racism holds that some men are congenitally (inherently) superior by reason of their color. It holds also that other men are congenitally inferior by reason of their color. Although there is no scientific evidence to justify this conclusion, the view is set forth that people of one race (white people of northern European background) from birth are superior in intellectual endowment, in character, and in morality, as well as in cultural attainments. The social pattern that flows from this is that white people in many societies occupy this superordinate position and use the power that flows from that position to keep black, brown, and yellow people, or even people of a different religion or language, in subordinate positions. That is, they are denied the freedoms, the rights, and the dignities to affirm their individuality as beings of intrinsic worth.

Racism is a disruptive factor in an American society which supposedly guarantees full and equal opportunity to all people. It is viewed as a complex of white actions that assure white superiority in the social, political, economic status, and psychological systems of the nation. Racism is expressed in the behaviors of institutional structures, as well as in the attitudes and behaviors of individuals. The net result in American life is racial discrimination, the denial to minority racial groups of the equal enjoyment of their human rights.

To say, for example, "That's the way these people are," is a racist response to, or explanation of the work habits, the behavior patterns, the sources of pleasure, the ways of relating to others and of responding to life; in short, to the value systems and culture patterns of persons or groups who differ in race, religion, social class, or ethnic origins from the dominant group in American society. The attitude reflects the belief that by nature, one race (this usually means white), is superior to others; that one's own religion (to some this means Christian), is better than all others; that one's social class (to teachers this usually means white middle class), is preferable to others in terms of its values and culture patterns; and that by nature one is worth more or is better than others if his ancestors came from north European countries.

If racism is to be eliminated in American life, the schools, which not only reflect the dominant social values of the society but also have responsibility for passing this heritage on to succeeding generations, must examine with great care the evidences of racism in their institutions and in the behaviors of teachers and school administrators.

Evidences of racism are listed below and ways are suggested by which they may be reduced or eliminated in our schools:

Evidences of Educational Institutional Racism

1. Domination and control by one race to its advantage.

2. Provision of greater funds for schools of the favored race.

3. Absence of positive recruitment procedures for minority faculty and students.

4. Screening instruments and procedures that favor the hiring, and advancement of members of the favored race.

5. Absence of minority group students in teacher education programs.

6. Inadequate racial representation on the professional teaching and administrative staff and in positions of higher status and greater remuneration.

7. Use of curriculum organization and content in subject areas that give inadequate attention to important minorities in history, language, social problems, literature, art, and music.

8. An inordinately high drop-out rate for minority group students.

9. Methods of classifying or grouping students for instructional purposes on faulty assumptions and expectations about innate potentials, skills, abilities, and future lives.

10. Failure to involve parents of minority students in the affairs of the school.

11. Assertion that attempts of the minority to achieve political or social identity are hostile and separatist in nature.

Manifestations Which Often Indicate Individual Racism

1. Assumption of the rightness or correctness of the standards of behavior, value systems, culture patterns of one's group, coupled with the attempt to use them in judging evaluating, and dealing with members of other groups.

2. Attributing inadequate performance of a student or colleague to that person's racial, religious, social class, or ethnic heritage and culture patterns.

3. The claim to color blindness, to have best friends in the minority groups, to say that race or religion doesn't really matter--I don't care what color a person's skin is.

4. Denial of the existence of oppression, suppression, restriction, segregation that does in fact exist in the school, in the classroom, in the educational system.

5. Personal hostile behavior when neighborhoods undergo population change.

6. Use of overt or subtle forms of exclusion, rejection, scapegoating, namecalling, violence (mental or physical), in dealing with students, faculty members, superior officers, and/or parents of other groups.

7. Use of insensitive expressions which generate hostility--blackball, blackmail, darky, Aunt Jemima, nigra.

8. Scapegoating--blaming an entire racial group for the inadequacy or shortcoming of an individual--the Jews, Italians, Irish, and Greeks all made it in this country; why can't the Blacks? The perpetration of unequal justice based on race--the assignment of different punishments for the same infraction.

9. Stereotyping--designating an entire racial group as irresponsible, having good humor, or natural rhythm.

What Can an Individual Do About His Own Racism

1. Recognize that subordination of another because of his race or color automatically denies him the enjoyment of his basic human rights guaranteed by the Bill of Rights.

2. Engage in self-confrontation through the use of encounter groups, group or personal therapy sessions, meditation, self-appraisal tests.

3. Enlarge one's circle of associations and friendship patterns through participation in mixed professional and social groups.

4. Carefully examine habitual modes of speech, language, and thought patterns to discover and try to eliminate stereotypes, namecalling, scapegoating, downgrading, and use of hostile and abusive terms in talking to or describing members of other groups.

5. Challenge others in their use of stereotypes and detrimental ethnic, racial, and religious jokes, anecdotes, and stories.

6. Eliminate tendencies to reject and/or exclude members of other groups.

7. Eliminate negative attitudes toward supposedly non-academic students and the non-conformist.

What Can Be Done to Change Institutional Racism?

1. Organize and hold in-service programs and efforts accenting human rights and responsibilities and

demonstrating that racism fundamentally is the denial of human rights to persons because of their race.

2. Alter patterns of hiring, placement, and advancement of classified and professional staff members to secure opportunities for all qualified personnel.

3. Institute an active program of recruiting minority staff members.

4. Place members of minority groups in power positions.

5. Actively recruit minority group students for teacher education programs.

6. Provide multi-ethnic textbooks, reference, and supplementary materials, K through 12, for all schools.

7. Eliminate the use of culture-biased tests, especially those designated as IQ tests used to separate pupils into instructional groups.

8. Eliminate systems of tracking or ability grouping that create patterns of segregation in classrooms.

9. Organize and administer in-service education programs for all teachers designed to raise their consciousness of personal and institutional racist practices in the school or school system.

10. Encourage, assist, and reward school and/or classroom programs aimed at eliminating racist attitudes and behaviors in students.

11. Develop programs designed to reduce racism in the community and solicit the help of community groups in this effort.

12. Use local ethnic talent and leadership as resource persons, consultants, and speakers.

13. Organize student, parent, and faculty committees on human and race relations.

14. Provide for adequate and balanced representation of all groups on policy, curriculum, and activity committees.

15. Provide equal and unrestricted opportunities for members of all groups to participate in all activities.

16. Provide school time for students to engage in inter-racial, inter-religious, inter-ethnic groups assembled for informal or formal sessions.

Section 6

RESPONSIBILITY AND HUMAN RIGHTS

The belief in individual liberty must of necessity imply a belief in individual responsibility. Liberty implies that the individual has the opportunity of choice and must bear the consequences of his action. Thus liberty and responsibility are inseparable. It is inherent in the nature of human rights that they cannot exist unless they are exercised responsibly.

Responsibility FOR Liberty

In our democratic society all of us must share a high degree of responsibility for keeping the concept and practice of liberty alive. This is a responsibility that inheres in our citizenship. Liberty is fragile and will most certainly perish unless the majority insist that the behavior of those in power be consistent with our democratic value structure, and that political expediency not forego the process of democracy in the solution of critical problems and issues.

Yet there are powerful values with high priority in the American democratic society that often conflict with our sense of responsibility for liberty. For example, economic success, the accumulation of wealth and property, social status, power, influence, and security all have a great hold on many people.

Many of these values often serve as severe deterrents to the exercise of responsibility for human rights because many individuals see them as actually more important than the rights. When people place a higher value on the accumulation of wealth, the acquisition of power, and on influence and the attainment of security, than they do on their own basic rights and the rights of others, the democratic principle is bound to suffer.

There are other values which may be held at different levels of importance by people in the various classes and groups of society. For example, the work ethic, legal marriage, social welfare, and the sanctity of private enterprise may be seen at different levels of priority by people in the different social classes.

This conflict over the priority of values should be of considerable concern to educators when considering the findings of social scientists which reveal a persistent gap between what the American public says it believes about the American system and their actual practices.

Many Americans, when asked what is most desirable about the American political system, cite such abstractions as freedom, democracy, equality, majority rule, or tolerance for diversity. Yet two decades of research have shown that the American public is often uninformed at best, and hostile at worst, toward the extension of basic individual rights to political and social dissenters. A striking feature of adult Americans' attitudes towards a right is their acceptance of the general principle coupled with their unwillingness to extend it to concrete situations.

Educators should be challenged with the need to develop a strong base of public support and responsible actions in defense of our basic civil liberties and human rights.

Responsibility OF Liberty

Liberty requires responsible behavior. One who enjoys liberty must assume the responsibility which it confers. The concept of responsibility in the exercise of our rights is based on a realization that for every right a concomitant responsibility exists to protect others in the exercise of their rights.

Thus provisions are consistently established in law regarding limitations or restrictions which have as their intent the protection of the rights of all parties concerned.

The law likewise establishes restraints on the manner in which those who enforce the laws may function in order that individual rights may be protected from abuses by established government agencies.

There can be no question but that unilateral support for almost any human right--without emphasis on the accompanying responsibility--can lead to mounting pressure against the right in question.

In the 1960's we saw the familiar backlash when protests or dissent occurred seemingly without any accompanying sense of responsibility. When student protestors sat down in college presidents' offices, destroyed records, or took over administration buildings, the public reply was negative to the interests of the protestors, and respect for human rights was often not enhanced. Irresponsibility reaps negative benefits.

In the clash of personalities and the crisis of emotion that sometimes accompany confrontation there is often danger that the individual's sense of responsibility may become subordinate to other values. However, the fact remains that unless those who struggle for human rights discipline themselves to retain this consideration, they will lose more than they gain. Unless reason intervenes, through the processes of democracy, one act of tyranny usually leads to another. Acts of extremism accompanied by violence tend to destroy moral and political values and undermine the concern for everyones human rights which must remain the basis for life in this society.

Teacher education institutions and other educational institutions should establish learning situations in which prospective educators and students have the opportunity to analyze social and political issues and problems which provoke conflict and controversy. This should be done in terms of the value and human rights conflicts involved, with full attention to the responsibility concept as it relates to the exercise of human rights.

The delicate balance existing between human rights and responsibility and some guiding principles to observe in exercising the responsibility for limiting freedom are outlined in the following statement by the American Civil Liberties Union:

> From the standpoint of academic freedom and civil liberties, an essential problem in the secondary schools is how best to maintain and encourage freedom of expression and assembly while simultaneously inculcating a sense of responsibility and good citizenship with awareness of the excesses into which the immaturity of the students might lead.
>
> It is the responsibility of faculty and administration to decide when a situation requires a limit on freedom for the purpose of protecting the students and the school from harsh consequences. In exercising that responsibility, certain fundamental principles should be accepted in order to prevent the use of administrative discretion to eliminate legitimate controversy and legitimate freedom. The principles are:
>
> (1) A recognition that freedom implies the right to make mistakes and that students must therefore sometimes be permitted to act in ways which are predictably unwise so long as the consequences of their acts are not dangerous to life and property, and do not seriously disrupt the academic process.
>
> (2) A recognition that students in their schools should have the right to live under the

principle of 'rule by law' as opposed to 'rule by personality.' To protect this right, rules and regulations should be in writing. Students have the right to know the extent and limits of the faculty's authority and, therefore, the powers that are reserved for the students and the responsibilities that they should accept. Their rights should not be compromised by faculty and administrative members who while ostensibly acting as consultants or counselors are, in fact, exercising authority to censor student expression and inquiry.

(3) A recognition that deviation from the opinion and standards deemed desirable by the faculty is not 'ipso facto' a danger to the educational process.[1]

Abuses of the Principle of Responsibility

The practice which has done most to threaten basic American human rights and individual liberty is the insistence that responsibility be demonstrated by the individual before he is permitted to exercise liberty.

The forces of organized government in many states engaged systematically for a hundred years or more in activities which legally deprived millions of citizens of the equal protection of the law in their exercise of the ballot, the acquisition of an education at public cost, equal opportunity in housing and in employment, and the enjoyment of other basic rights.

Many of these acts were thought to be justified on the premise that black people were not ready to enjoy these rights. They were forced to demonstrate through discriminatory legislation that they could exercise these rights responsibly, when all thinking American citizens knew that the rights in question should not be subject to legislative restrictions.

Many Americans, however, still believe that people because of their race, religion, social class, or other condition should be restricted in the exercise of their rights. The net result of such attitudes is that many American citizens still suffer from violation of their rights to justice, due process, equal opportunity in education and employment, adequate housing, health and safety, and the pursuit of happiness.

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[1] American Civil Liberties Union, 156 Fifth Avenue, New York, New York 10010 "Academic Freedom in the Secondary Schools," September, 1968.

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Unfortunately the system through which justice is administered in this nation is often influenced in its behavior by the attitudes and pressures brought by those who believe in such discrimination.

People who discriminate clearly fail to accept their responsibility for making democracy work. The excuse they often give is that the minority group or the other disadvantaged person must prove that they will exercise their rights responsibly before they are accorded their rights by the dominant white power structure. This kind of reasoning shifts the blame to the victim for the condition in which he finds himself and offers but little hope for the improvement of that condition.

Everyone must keep foremost in his mind that the basic human rights identified in the Phi Delta Kappa Statement are rights which American citizens possess. Therefore, they do not have to earn them, but because they are responsible for the consequences of their own conduct they are under an obligation to exercise them responsibly so that they pose no threat to the basic human rights of other people.

PART II

LEADERSHIP FOR HUMAN RIGHTS IN EDUCATION

Section 1 - Human Rights: Leadership in Education

Section 2 - Illustrative Position Statements on Leadership and Human Rights

Section 3 - Human Rights: Responsible Leader Behavior

Section 4 - Human Rights: Skills for Implementation

Section 5 - Human Rights: Obstacles the Administrator Must Overcome

Section 1

HUMAN RIGHTS: LEADERSHIP IN EDUCATION

The contribution which education is to make to the achievement of a democratic society capable of surviving in today's world must be a major concern of all professional educators. Most of these educators would agree that the quality of educational efforts and programs in all educational institutions is directly proportional to the level of leadership provided by those who hold chief administrative positions. The degree to which both public schools and institutions of higher learning achieve the generally recognized objectives of education and the goals of a democratic society depends in large part, therefore, on the quality of such leadership.

Unfortunately, a major burden which education bears all over this nation is the presence in numerous schools of administrators who do not provide the stimulation and direction necessary to move their schools sharply toward the achievement of their goals. It is the moral responsibility of leadership to help provide the insight and understanding which will cause people to recognize and face the basic issues and problems in education which cry for solution. The need for such leadership lies in all facets of our society, but since the school is the basic institution which bears the chief responsibility for the preservation of the moral and political values cherished by this society it cannot escape this obligation.

Some Relevant Questions

Despite the increasing number of college presidents, deans, public school superintendents, and principals who are effectively providing leadership in the schools they administer, there is no doubt that much ineffective leadership still plagues both higher and public education in America.

The following questions are posed to accent the need for improved leadership:

> What factors have caused thousands of educational institutions to be administered by individuals who have not provided leadership characterized by a commitment to the moral and political values and human rights basic to this democratic society?
> Why do many school administrators provide leadership which is often offensively authoritarian?
> Why have many school administrators insisted that teachers have little right to be involved in the school's decision-making processes and in addition do not have the right to exercise many of the basic human rights enjoyed by other adults in this society?

Why have many school administrators insisted students fundamentally leave their basic human rights outside the school building as they enter into the programs of the school?

Why have many school administrators resisted attempts of teachers and other educators to develop processes of professional or collective negotiations on matters relating to teacher welfare and the quality of educational programs?

Why do many school administrators insist on the maintenance of institutional rules and regulations governing students and their behavior long after student protests and even many court decisions have ruled these practices to be in violation of certain basic human rights which students should be able to enjoy?

Why do some school administrators still feel that neither the public school nor the college bears a responsibility to function and operate through the utilization of democratic processes which meaningfully involve faculty and students in the affairs and decision-making activities of the institution? Why have so many school administrators and teachers actively opposed or inhibited the process of school desegregation and integration in this nation both before and after the passage of the Civil Rights Act of 1964? Why have so few school superintendents actively provided leadership for their boards of education and communities in actively facilitating affirmative plans and actions for the desegregation of their school systems?

And finally, why have so many administrators and teachers in teacher education institutions remained aloof from the difficult set of problems with which public schools have been forced to deal in recent years? Why have they been so reluctant to provide leadership in their own schools which could serve as models for public schools to emulate in the area of human relations and human rights?

A Possible Answer

These behaviors in part are due to:

(a) the expectation of most laymen and parents that this behavior is appropriate,
(b) the administrator's own socio-economic, family, educational, and societal background, and

(c) the inadequacies of a college education which frequently failed to emphasize the value basis for leadership in a democratic society and the importance of a deep commitment to democratic processes and the human rights central to them.

Administrator Preparation Has Been Inadequate

It must be that, in some high degree, our educator preparatory institutions bear a major responsibility for not providing thousands of prospective and in-service school administrators with the opportunity to gain insight, understanding, skills, and commitment to the values and human rights basic to effective leadership in the nation's schools today. Many of our administrator preparatory schools have failed to provide experiences in these areas of concern. Many teacher education institutions have also failed to develop operational practices which exemplify commitment to these values and human rights.

The Challenge

The challenge, therefore, is for the teacher education institution to demonstrate to public school administrators that it can practice what it preaches. It must satisfactorily answer the question: how much of our total energy and how many of our best resources are devoted to achieving this goal? It must also be able to show that a significant portion of its resources are committed to providing professional assistance to public schools as they work with problems associated with school desegregation and integration, human relations, human rights, the facilitating of democratic processes, and the equalization of educational opportunity.

The staff of a professional education department, school, or college is not likely to exercise leadership unless it can demonstrate that it will take defensible positions on issues and problems which provoke controversy and conflict in the profession and in the schools. When administrators in public schools can observe such examples they are far more likely to assume progressive, imaginative, and courageous stands on critical issues which need solution.

It is easy enough to criticize public school teachers and administrators for lack of courage in facing issues in the professions and in their own schools when these individuals are often not protected by tenure provisions. But college professors who teach administration and related areas, who usually are protected by tenure, have rarely had the courage to take public positions on issues and matters of importance to the welfare of education and the public. Why do they choose to remain silent so often?

In the course of interchanges and activities that occur in the struggle for more complete understanding of human rights and their implementation for all citizens, including the young, the leader must be able to spot stereotypes and challenge them, recognize the injustices of discrimination, and try to narrow the gap between rhetoric and action.

Perhaps all will agree with the premise that the programs and postures of most of our teacher education institutions must become more realistic and more closely related to the solution of real problems which public school educators face daily.

Some Important Program Goals

Within the framework of the value structure and human rights identified in the Phi Delta Kappa statement, the educational leader must perceive his chief role as providing imaginative planning, coordination, and stimulation in releasing the abilities and potentialities of the professional group of educators with whom he works, so that the determined goals and objectives of the school may be achieved in high degree. In fact, a logical basis on which to evaluate the quality of leadership in any school is to appraise it in terms of the degree to which these functions are effectively discharged within a democratic value structure. Producing leaders who will view leadership as both a function and a responsibility operating within a democratic value structure and who will be effective in the implementation of these values and human rights may be the major task of professional schools preparing school administrators.

Concern for human rights develops in virtually every institution and/or community when conflict or tension exists. In such circumstances the administrator must take the lead in creating the climate and set of conditions which make possible the intelligent dialogue that must precede attempted solutions. All persons who hold leadership positions in American education--college presidents, deans, school superintendents, principals, directors of curriculum or school activities--must work with people in their leadership efforts.

Their effectiveness will in large measure depend on the rapport which they can develop with those for whom they have the responsibility of providing leadership. Skill in communication and group processes, a thorough understanding of human need and motivation, and a commitment to the basic moral and political values and human rights of this society are elements which all too often are missing from the preparatory programs of those who administer the schools of the nation.

The Basic Problem

The problem for the teacher education institution is two-fold: the preparing school must first develop suitable learning experiences through judicious use of available resources, and secondly, it must establish cooperatively with professional education organizations and school systems the situations within which educational leaders can work under a set of conditions most likely to provoke the changes in behavior desired.

Many educators agree that human behavior, in a primary sense, is influenced by personality structure. Personality inadequacy, therefore, is a major cause for pronouncedly authoritarian behavior, whether it emanates from status or informal leadership positions. The implication of course is that a more effective selection and retention element must be a part of school administrator preparation programs.

It was Bode who contended long ago that "our whole American life has been an unedifying mixture of authoritarianism and democracy from those earliest (colonial) days down to the present." He further contended that "from the standpoint of the social order, the school becomes the institution or agency which has the special obligation of providing for the continuous reinterpretation of democracy--no authoritarian can consistently bring to light this conflict of values and leave the reinterpretation to the individual--the adherent of democracy can afford to do this...because the 'growth' of the student (or individual) is of more consequence to him than conformity to a selected standard. The second is that this belief in democracy commits him to the faith that the democratic ideal will prevail in the long run if it can be given a decent chance to be heard."

Dewey long ago reminded us that the denial of the democratic method of achieving social control is in part the product of sheer impatience and romantic longing for a shortcut which if it were taken would defeat its own end.

The general problem of improving the understanding and behavior of individuals and groups toward one another is perhaps the most crucial issue we face. The responsibility of the school and of educational leadership in the achievement of this task is apparent. If this leadership is not based on a deep concern for human rights and the political and moral value structure of this society, then our goals, which we all purport to prize, have little chance of fruition.

Section 2 includes Position Statements illustrative of the ideas identified in this section and were prepared and adopted by the Oklahoma Association of Secondary School Principals in 1969 and by the Connecticut Education Association in 1970.

Section 2

ILLUSTRATIVE POSITION STATEMENTS ON LEADERSHIP AND HUMAN RIGHTS

(From Position Statement of the Oklahoma Secondary School Principals Association in *The Secondary School Principalship*)

"WE BELIEVE: Leader behavior in this democratic society should be based on the moral and political values which are the foundation of our democracy...

"Resulting leadership must therefore respect human rights which stem from these values, such as freedom of speech and press and religion, the right of due process of law, the right of privacy, the right of dissent, and equality of opportunity for every individual in all aspects of society. Decision making involves values, and the principal and school should behave in a manner which reflects these values.

"Thus, the principal as an educational leader must have a deep commitment to the achieving of equality of educational opportunity and to the developing of schools which can attain this goal. He should work courageously to create in the school conditions which will permit all students to gain equal access to the school programs which will meet their needs. He must pledge himself to make effective the integration of minority individuals and groups in the life of the school and ultimately of the community.

"To attain these goals the principal must be professionally competent. Boards of education and superintendents of schools should provide him with the authority to exercise his responsibility for effective leadership within a framework of careful adherence to the integrity and the human rights of both teachers and students...

"No principal can provide effective leadership in a school unless he is able to develop rapport with the instructional staff. His basic concern should be conditions within which the best contributions of the staff can be made. Under these conditions, teachers must regard the principal as the school's educational leader who must administer general school district policies. The principal should encourage the instructional staff to become deeply involved in providing the leadership and contributions necessary for the development of a school program challenging and suitable for the students.

"The principal has the responsibility of creating the conditions which encourage effective participation, not only of the faculty but also of students, in decision making and in the development of policies and regulations affecting the school. He must recognize the changing nature of the societal climate for children and youth and make adequate provision for deeper involvement of faculty and students in the life of the school and in this decision-making process.

"In the last analysis the principal is responsible for creating a healthy and stimulating climate in the school within which superior education will be possible. In turn, we believe that a principal has a right to expect the active continuing support of the superintendent and board of education as he discharges his responsibilities to the staff and to the students within the above framework..."

(The Connecticut Education Association and Human Relations. A Statement of Policy and Goals)

"The Connecticut Education Association assumes as one of its basic purposes the fostering of affirmative action programs to bring about complete equality of educational opportunity and the enhancement of human relations at all levels in Connecticul schools and society.

"The Connecticut Education Association believes that the fulfillment of the American ideal in our multi-ethnic society requires the complete implementation of the concept of integrated public education with students of all races, economic levels, and cultures equally attending 'common schools' where all have similar opportunity for maximum self-fulfillment and for learning to live together creatively and constructively as fellow citizens in a free and democratic world.

"The Connecticut Education Association is committed to the positive protection and promotion of human and civil rights for all children, youth, and adults, and to the elimination and prevention of racism and discriminatory attitudes and practices based upon race, color, creed, religion, national origin, ancestry, age or sex.

"Through the CEA, the education profession in Connecticut has the opportunity and the responsibility of seeking both by precept and by practice to make increasingly real that true brotherhood which each one shares as a member of the family of man.

"Toward these ends, the Connecticut Education Association supports the following specific goals and recommends continuing, appropriate action to further their effective implementation:

1. the establishment and maintenance by each CEA local affiliate of an action-oriented Human

committee, with student and community participation.

2. the presentation of annual Human Relations Awards by the CEA Human Relations Commission to local education associations for outstanding action programs and activities in this area.

3. the elimination of racial imbalance and defacto segregation, and the attainment of complete integration and balance among white and non-white pupils and staff, in all schools within each school district in the state.

4. increased regionalization to achieve greater racial balance in Connecticut public schools, particularly where effective desegregation is not possible within existing school districts, and the provision of strong financial incentives from the state and federal governments to promote such regionalization.

5. the widespread expansion of 'Project Concern' and similar inter-district programs, with greatly increased financial support from the state.

6. the development of educational parks and other 'magnet school' programs within central urban areas to which suburban pupils may be attracted, with state support.

7. the enactment by the 1971 Connecticut Legislature of an equitable state income tax to make available requisite funds for advances in integrated educational opportunity in Connecticut.

8. the incorporation in the pre-service preparation of all teachers and administrators of appropriate multi-ethnic materials, especially as related to minority groups, and of intensive training in intergroup human relations.

9. the development, with the direct involvement of local education associations, of in-service programs dealing with minority groups and human relations, including workshops, institutes, released-time projects, and in particular full-credit courses, within the local school system, for all staff members.

10. the active recruitment and employment of certified and qualified members of minority groups for all school staffs, at all levels, with particular emphasis on administrative and guidance personnel.

11. the development and utilization at all levels of multi-ethnic curriculum materials and textbooks

stressing and integrating minority contributions, and including courses in human relations concentrating on student attitudes and inter-group relationships.

12. the implementation of comprehensive Black History programs in local school systems annually, as one means of enhancing the curriculum in this area.

13. the establishment of January 15 as a state and national holiday honoring Dr. Martin Luther King, Jr."

Section 3

HUMAN RIGHTS: RESPONSIBLE LEADER BEHAVIOR

The Administrator Who Exercises Responsible Leadership for Human Rights Acts in These Ways:

1. Uses language that expresses respect for the worth and dignity of others.

2. Challenges others who deny the rights of any individual or group.

3. Exercises his own rights without infringing or denying the rights of anyone else.

4. Works actively with and through organizations, to secure the rights of others.

5. Exercises the franchise and encourages the youth and faculty to do so.

6. Extends himself to engage in friendship activities with others different from himself.

7. Creates a school climate within which democratic processes are encouraged, used, supported, and developed.

8. Realizes that his attitudes and behaviors set the tone and climate for both faculty and students in the school.

9. Realizes that his attitudes and behaviors can influence community acceptance for improvement and change in the school and community.

The Responsible Administrator Becomes Involved

Because he believes that all who are affected have the right to participate in making policies, he arranges for the participation of faculty, students, and administrators in this function. Moreover, he encourages and makes provision for both students and faculty to have access to him for dialogue on any problems.

He entertains representative committees who want to discuss changes they believe should be made in order to permit students, faculty, or maintenance staff to exercise their rights. He receives petitions in which the signers, on the basis of real or perceived injustices, demand changes in policies or practices, and he exercises his leadership and powers to facilitate required changes.

Because he believes in the right of due process, he arranges for the accused teacher, employee, or student to face his accusers and to defend himself with legal advice and assistance if necessary, and he enforces the democratic tenet that a person is presumed innocent until proven guilty.

Because he believes in equal employment opportunity, he works with appropriate student and faculty committees in formulating admission and placement policies that enforce fair and equitable consideration of all applicants without respect to race, religion, or ethnic origin.

Because he believes that students have the right to know the truth, he encourages all students to read extensively and to hear speakers, invited by responsible committees, who will present both or all sides of controversial issues.

He also encourages teachers to provide opportunity for students to study issues and problems which are controversial and recommends policies to the board of education which protect teachers as they exercise academic freedom.

Because he believes in freedom of and from religion, he uses his influence to obtain school policies which prohibit the holding of religious exercises or activities in the school.

Because he believes in the right of every child to equal educational opportunity, which, according to the Supreme Court Decision of 1954, cannot be provided in segregated situations, he actively promotes desegregation in education, recruiting faculty and students to achieve reasonable racial balance, and helps to establish integrated activities and classrooms throughout the institution.

The Responsible Administrator Plays a Role in the Instructional Process

He creates a healthy psychological climate in which one or more members of the instructional staff feel free and secure enough to undertake a program of rights and responsibilities education.

He or members of his administrative staff are accessible to the professional staff and the paraprofessionals, to the students and parents for full and free discussion of all problems and issues. Constituents come to know the attitudes, values, and priorities that dominate the decision-making process. They also become aware of the administrator's willingness and ability to tolerate different patterns of values and attitudes.

He sets up regularly scheduled meetings to determine policies and practices (not just to announce them), and in these meetings demonstrates how to lead discussion, mediate, compromise, negotiate, and defer too early closure in the interest of reaching reasonable agreement. The instructional personnel involved in those sessions are likely to feel free and secure enough to use and help their students to develop the same kinds of skills.

When a faculty has reached agreement regarding changes to be made in policies and/or practices which affect the institution, it is essential for the administrator(s) to make public announcement of the conditions and decisions on which the changes are based as well as the way those decisions were reached. This may be done effectively in open meetings at which questions are encouraged and expressions of dissent are heard, but at which time no doubts are left concerning how the decisions are to be implemented with the full support of the administration. Distribution of clearly written statements of the policies and practices helps to ensure freedom and security in the institution.

When classroom personnel lose their fears of harsh criticism, reprisal, and repudiation, they find it possible and advantageous to discuss with administrators their desires and plans to depart from traditional course content and methods of instruction.

When instructional personnel inevitably make some mistakes in their efforts to change curriculum and/or methods yet find administrators are understanding, supportive, and able to regard mistakes as learning experiences, they feel increasingly secure and free to meet the changing needs of students in our rapidly changing society.

Teachers, Too, Share in the Leadership Role

A major problem in American institutions of higher learning and public schools appears to be the established notion that all or most leadership in education must come from those who have status or power positions in the schools. For too long, hundreds of thousands of teachers have felt that leadership should emanate from these positions and that they as individuals have little or no responsibility for the directions and the decisions taken in their schools. Deeply entrenched, also, is the notion that organizations or groups of teachers have little responsibility for human rights, although the past decade has seen teacher organizations take long strides in accepting the challenge of leadership at state and national levels. Unfortunately, positive actions have occurred much less frequently at the local levels of education and in specific schools.

Challenging leadership can come from individual teachers and groups of teachers in our schools, but the status leadership in the school can create conditions which either encourage or inhibit the emergence of such leadership. An emerging education profession, however, should be increasingly intolerant of highly authoritarian leadership provided from an entrenched status position.

What teachers, however, must never forget is that their responsibility for acquiring their own rights and assuming leadership responsibilities in education never gives them the right to hamstring educational progress and needed change, nor does it give them the right to deny to students the full enjoyment of their basic human rights, both in and without the school setting. The school setting can never adequately reflect human values and rights unless the teacher, the student, and the school administrator all appropriately enjoy and responsibly exercise their basic human rights.

The Teacher Teaches Human Rights

In an educational institution in which implementation of the foregoing principles and procedures assured freedom and security in undertaking new programs, a given teacher or professor may realize that students need to work in the area of human rights and responsibilities. His efforts to provide such experiences are likely to be successful if he proceeds as follows:

1. He gathers evidence of lack of information and understanding, of possible lack of commitment to the basic rights established by law and custom in our society.

2. He documents classroom and institutional situations in which differences in attitudes and values result in conflict over rights and responsibilities.

3. He prepares an outline or a resource unit in which he describes the content and possible learning experiences he proposes to use.

4. He seeks a meeting with administrators in order to bring before them student needs and his plans to meet them.

5. He seeks the consent and assistance of administration and presents his plan and the rationale behind it at a faculty meeting.

6. He invites comment and criticism from his peers and agrees to keep them informed about his work and the students' responses.

7. He opens the subject for discussion in his classroom, using an appropriate approach which may be a relevant film; an immediate event in the community, school, or the nation; a survey instrument which probes attitudes and/or values; spontaneous role playing.

8. He engages the students in planning for the work.

(He may proceed through steps 1, 2, 3, 4, 7, and 8 if he chooses not to utilize steps 5 and 6.)

Section 4

HUMAN RIGHTS: SKILLS FOR IMPLEMENTATION

Effective participation in a society built upon democratic tradition and dedicated to the American way requires belief in the supreme worth and dignity of every human being, the conviction that human differences are of positive value, placing high priority on human rights, and possession of the skills required to use democratic processes.

The democratic state and the people expect educators to develop the youth of the nation into informed, intelligent, loyal citizens committed to the perpetuation and improvement of our democratic society. Teacher education institutions are, therefore, especially responsible for preparing their students to do that job. Preparation should include actual experience and practice of the processes in order to develop the required skills.

The term "group dynamics" is often used to indicate the methods by which students learn about democratic processes through experience with them. The objective is to enable a number of different individuals to function in a group and thus to accomplish more than any one of them could accomplish by himself. The first step is identification of common problems and the determination of common goals. The group then decides on the best ways of solving the problems and reaching the goals. Responsibility for work is allocated and accepted by members of the group. As they work together, individuals may come to like and respect each other, and such differences as race, religion, and ethnic origins cease to be reasons for rejection. In other words, people begin to live their belief in the value of every person regardless of what makes him different from others.

Discussion and effectiveness in communication are an integral part of the democratic process. Effective communication requires specific skills. For example, the leader must know how to establish ground rules with the help of the group, and how to enforce them so that everyone has the right to speak, to be heard, and to hear. He must also know how to curb the dominator, encourage the timid, limit the speech maker, prevent the distractor from engaging in side conversations, keep the discussion to the point, how and when to summarize, how and when to bring a question to a vote, and when to delay closure in order to secure agreement. In true democratic discussion groups, conversation flows from one to another without going through the leader. Moreover, the leadership role itself moves around the group. When an individual moves the discussion on,he, in fact, becomes a leader.

A process well understood and used in a democratic situation is voting--the process by which officers are elected and some decisions are finalized. Students need to learn that although this process determines the majority's opinion and wishes, there must also be provision for the minority to express their dissent. The way Congress is organized is a good example of how this principle is put into operation. Congress elects minority as well as majority "whips," employs seating by parties on opposite sides of the aisle, permits extensive floor debate, and provides means of controlling the filibuster. In a truly democratic group, mechanics are not permitted to thwart majority rule, which is one of the basic requirements of democracy.

Cooperative planning is one way of giving students experience in democratic processes. Some teachers have found the following to be a useful approach:

The professor, instead of telling his class what he wants and expects them to do, begins by giving them the opportunity to identify subjects about which they want information, and raise questions for which they want answers. These may become the main content of the unit or course. Then students, with the help of the professor, proceed to discover and use many sources of information, work individually or in groups, learn to help each other and to share labor. Whatever students have failed to include that is important, the professor adds. Variations of this practice have been found contributive, and much experimentation with student involvement in planning has been conducted in many schools.

Democracy calls for evaluation of leaders, process, and product. It is best when done jointly, continuously, and constructively. Guiding questions are: What did we do well, what poorly? Where were we weak, where strong? Did we select leaders wisely and assist them to do their jobs? Did they do what we elected them for? Were our products good enough? Did we reach our goals? In the light of strength, weakness, and achievement, where do we go from here, where do we go next?

When students who have different experience backgrounds, needs, interests, and points of view attempt to plan and work together, conflicts of rights and values are bound to arise. Such situations provide opportunities for students to learn and practice the processes of conflict resolution, negotiation, mediation, and compromise.

Educational institutions need leaders who are committed to and skilled in using democratic processes. With such skill and commitment they can fulfill their responsibilities for making whatever changes are necessary if staff and students are to be involved in decision making with respect to the policies, organization, and control of the institution in which they work and study.

The survival of democracy will rest in part on the skill and determination with which educators at all levels live and work in the democratic way, and both inspire and equip the next generation to become committed citizens able to function effectively in this society.

Section 5

HUMAN RIGHTS: OBSTACLES THE ADMINISTRATOR MUST OVERCOME

Many people in and out of educational institutions feel little need for additional attention to human rights, especially for students and minority groups. The kindest thing to say about them is that they are apathetic--our way of life and government has been good enough for them, so why disturb things? They may become interested and even active if a situation arises that affects them directly--for example, if their neighborhood changes or their children are bused out of the nearby school.

The wide racial, religious, ethnic, and socio-economic diversities in this society, together with widespread prejudice and discrimination, are basic handicaps in developing schools which reflect in their behavior concern for the basic human rights we purportedly value. All administrators must recognize this condition, which is worse in some communities than in others.

Professors, teachers, and administrators know that others in similar positions have lost their jobs or suffered demotion or have been overlooked when it is time for promotions, raises in salary, or status assignments, just because they engaged in politics, or took sides in controversial issues or problems. This undermines a sense of security, and the desire for security is a powerful motivating force for most people.

A period of liberalism or radicalism in our society is often followed by a prevalence of conservatism and even reaction. Many middle-class people express their fears of upsetting the applecart. They feel that undue pressure for human rights hitherto denied people will place in jeopardy some of their own cherished rights, such as the right to amass private property, the right of personal preference and voluntary association. They also believe that when all kinds of people have free and equal association the dangers of racial inter-marriage will increase for their children.

In addition to facing the pressures which arise from these concerns, the administrator finds it hard to overcome the essentially authoritarian traditions of school organization, administration, and control. The hostility of entrenched controlling interests, notable among members of boards of higher education, regents and powerful alumni, is often strong enough to prevent him from moving at all.

A most difficult obstacle for many administrators is the expectation on the part of parents and laymen that the status leader should run the school and that his major job is to keep things under control without much regard for what may be needed to achieve legitimate educational objectives.

Systems of curriculum and degree requirements, and of grades and credits have been arbitrary for a long time and in the past most administrators and professors have found conformity easier than change. Nevertheless, in many of the most prestigious colleges of the nation, this rigid pattern of professional and institutional practice is breaking down. The recent series of student confrontations and even revolt on many campuses have forced hundreds of colleges and universities to partially or completely reexamine their programs and institutional behavior. Therefore, the face of numerous institutions of higher learning is now completely different from that in operation a decade ago.

Instituting change on a college or university campus today is thus an easier task than ever before. The problem is not whether changes are needed, but what should the changes be?

Teacher education institutions and other colleges have been long noted for preserving the status quo in education. How much of this is due to ineffective leadership and how much to professorial lassitude is not known. However, there can be no doubt that recent turmoil in schools and colleges has generated much activity aimed at improving this condition. The challenge which now faces leadership at this level is real.

PART III

INSTITUTIONAL AND INDIVIDUAL PRACTICES

Section 1 - How to Use Part III of the Guide

Section 2 - A Guide for Analyzing Institutional and Individual Practices in Human Rights

Section 3 - An Instrument for the Evaluation of Institutional and Individual Human Rights Behaviors in Teacher Education Institutions

Section 1

HOW TO USE PART III OF THE GUIDE

Part III of the Guide is designed as a basic set of suggestions around which discussion and dialogue can ensue as efforts are made to identify specific individual and institutional practices which show a commitment to a specific human right. It is not enough to simply verbalize the right and its philosophical basis. Educators are charged with the implementation of ideas--their task is to institute practices which exemplify the processes of democracy however difficult they may be to implement.

Section 2 is an attempt to identify specific individual and institutional educational practices which are implied by each right. Following the identification of practices consistent with each right is a very brief summary of one or two court cases outlining the role of the law in upholding that particular right.

Section 3 is an evaluation instrument designed to look at the human rights practices and behaviors of various phases of the teacher education program.

The following suggestions may be useful to the reader in using the material in Sections 2 and 3 of Part III of the Guide:

1. Become thoroughly familiar with the Constitutional aspects of each right along with at least one or two court interpretations.

2. Study carefully the specific behaviors and practices identified with each right at both the teacher education and public school level.

3. Engage professional colleagues in discussion on the relevancy of the practices and behaviors identified.

4. Challenge colleagues to agree or disagree with suggested practices and to defend their own position.

5. Organize a committee composed of administrators, professors, and students to use section 3 (Evaluation Instrument) to evaluate human rights practices and behaviors in their own teacher education program.

6. Engage students in class discussions of practices and behaviors identified in the public school system.

7. Have students begin to observe institutional and individual behaviors which exemplify the right and those which may violate the right.

8. Provide opportunity for students to identify both individual and institutional practices in the schools which violate the various identified human rights.

9. Consider carefully the degree to which basic human rights identified herein conflict not only with each other but also with values on which many people place high priority. The statement below provides a rationale for the possible understanding of these basic conflicts.

Educators must fully realize that the major problems and issues which divide segments of this society hinge around conflicts between individuals and groups in the priority held or placed on certain values and human rights. For example, it has been possible in this country for millions of persons belonging to minority groups to be denied justice, due process, equal opportunity in education, housing, and employment and other human rights simply because a majority of other people in various places were unwilling to concede that minority groups had worth and dignity as individual persons.

The exercise of a human right by one individual at a given time and place may serve as a real threat to the enjoyment of another human right by another person or may constitute a menace to the security or well-being of a group. The governments instituted by man in this nation have the dual responsibility to protect the legitimate rights of all individuals and at the same time ensure that the welfare and rights of the mass of individuals or groups be safeguarded.

Provisions are consistently established in law regarding the limitations or restrictions relating to the exercise of commonly recognized human rights. We must constantly check these provisions to be sure that they are defensible restrictions. The law likewise establishes restraints on the manner in which those who enforce the laws may function in order that individual rights may be protected from abuses by established government agencies.

Section 2

A GUIDE FOR ANALYZING INSTITUTIONAL AND INDIVIDUAL PRACTICES IN HUMAN RIGHTS

As indicated, Section 2 is an attempt to identify some specific individual and institutional practices which are implied by the rights outlined in the Phi Delta Kappa Statement. Each right in Section 2 is first stated in Constitutional form followed by a brief statement and the identification of specific practices implied by the right. Practices are categorized separately under "teacher education" and "public school." Many practices relate equally to both institutions and are labeled "same" under the public school section. Where there is some difference they are stated separately. Following the practices is a brief summary of one or two court cases relating to the particular right.

THE RIGHT OF EQUALITY OF OPPORTUNITY

> "We hold these truths to be self-evident..That all men are created equal...
> No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws."

If the importance and dignity of each individual are to be recognized, then each person must have an equal opportunity to develop his potential qualities and talents without regard to his background. Fundamental to the achievement of equality of opportunity in today's complex society is equality of educational opportunity.

The major inadequacy in American public education is without doubt the failure of the system to provide equal access for all pupils to educational programs at the elementary and secondary levels suitable to their educational needs and abilities. Most shortcomings in educational programs center around this inadequacy, and many existing conditions contribute to this situation.

Practices which exemplify commitment to the Right of Equality of Opportunity:

Teacher Education Practices	Public School Practices
1. Admission, selection, and retention policies of the teacher education program take into consideration the socio-economic background, degree of social consciousness, commitment to teaching, and the sum total of personal qualities of the applicant, as well as records of academic achievement.	1. There are no fees for admission or participation in any school course or activity. Organized groups and activities which perpetuate doctrines of religious, social, and racial discrimination are prohibited. Efforts are made to increase minority group participation in activities.
2. An organized program exists for the recruitment of and assistance to economically disadvantaged and minority group students.	2. All students are welcomed and made to feel a part of the school. Special efforts are made to achieve true integration and to serve the needs of disadvantaged and/or minority group students.
3. Professors and instructors use methods and approaches which show their commitment to equality of opportunity and democratic processes.	3. Teachers and school administrators behave in a manner consistent with the concepts of equality of opportunity and the democratic process.
4. Students are evaluated on the basis of multiple criteria indicating a concern for the total growth of the student. Test performance is regarded as only one measure of achievement.	4. Same.
5. The appropriate uses, common abuses, misuses, and limitation of testing devices in determining student growth in a wide range of objectives and learning outcomes is stressed in evaluation, measurement, and statistics courses, and experiences.	5. Students are evaluated in terms of their total growth patterns. Academic performance on standardized or other tests is regarded as only one of the many evidences of appropriate total educational growth.
6. Courses in Educational Psychology stress self-concept as significant for learning and emphasize a concern for human rights as a pre-condition for student growth.	6. Organized efforts and planned in-service programs are carried on for the purpose of developing faculty attitudes and behaviors aimed at the elimination of discrimination and prejudice toward all students.

7. The educational program is planned so that all prospective teachers are taught and have the opportunity to fully understand the basic human rights and values of this society along with the roles and contributions of minority groups to American civilization.	7. Same. Courses are taught which provide all students with the opportunity to understand the basic human rights and values of this society and the roles and contributions of minority groups to American civilization.
8. Programs for the preparation of school administrators emphasize the importance of the equality of opportunity concept in public education and stress the human rights and human relations dimension in leader preparation. Social consciousness and human relations skills are emphasized in these programs.	8. Special programs and assistance are provided for slow learners and other special education students on the basis of their needs.

Brief summary of a few court cases which apply to the Right of Equality of Opportunity

In Brown v. Board of Education of Topeka, 347 U.S. 483 (1954) racial classification as a basis for public school desegregation was declared a violation of protection of the laws.

In Franklin v. Parker, 233 F. Supp. 724 (D. Ala. 1963) the court ruled against a college admission policy which denied entrance to graduates from non-accredited colleges.

Summary

The courts have not dealt specifically with all aspects of equal opportunity discussed in this section. Student representation on policy making committees is one such aspect. Neither have all the rulings emphasized the practices as outlined. However, it is the opinion of the writers that the intent of many of the rulings, particularly the landmark cases, has been to move educators toward such practices.

THE RIGHTS OF FREEDOM OF ASSEMBLY, ASSOCIATION, AND PETITION

> "Congress shall make no law respecting...the right of the people to peaceably assemble, and to petition for government redress of grievances."

These freedoms are basic in our society and are closely related to other firmly established rights, such as freedom of speech and religion, which imply the freedom to associate with others of one's choosing in order to engage in discussion or activities surrounding ideas or beliefs held in common. The exercise of these rights is fundamental to the working of democracy because they provide the means by which the will of the people may be felt against otherwise established authority.

In the educational community, individuals and groups should be afforded the opportunities necessary to enable them to assemble peaceably for: (1) the exchange of information, (2) the determination and expression of grievances, (3) the exercise of the right of petition for the redress of grievances, and (4) the benefits of freedom of association.

Practices which exemplify commitment to the Rights of Freedom of Assembly, Association, and Petition:

Teacher Education Practices	Public School Practices
1. The facilities of the institution are available to all faculty and student groups under conditions which are not inhibitive to their orderly meeting together.	1. Same. Except that student groups in high school are expected to have adult sponsorship.
2. The freedom to peaceably assemble is accompanied by an acceptance of the obligation of those assembled to hear or discuss whatever is germane to the purpose of the meeting and to hear such speakers as are invited, so long as the health and safety of those present and the community are clearly not threatened.	2. Same. Except that the maturity level of public school students may necessitate some supervision.
3. The right of petition carries with it the right to be heard. Whether the petition is oral in nature or in written form, the institution or organization is obligated to provide a fair hearing for the petition and to those making it.	3. Same.

4. Students are free to organize groups or associations within the school for lawful purposes.	4. Students are free to organize groups or associations within the school for lawful purposes within the general framework of an open membership policy.
5. The school makes no attempt to regulate or limit the activities of teachers or other staff members who engage in political activity or voluntarily associate with legally constituted groups, organizations, or individuals. Faculty and students are not discriminated against because of such activity.	5. Same. Except that the maturity level of those taught will limit to a greater degree the exercise of this right in a public school setting.
6. Student organizations may have faculty advisors of their own choosing.	6. Same.
7. Seminars or open meetings are established by the professional department or college of education and other academic units for discussion of issues and problems relevant to the improvement of education and the society.	7. Open forums are occasionally held for the discussion of issues and problems relevant to the improvement of education, the community, and society.
8. The teacher education institution encourages faculty and/or students to freely assemble at any time to discuss any problem or grievance without fear of recrimination.	8. The school, although interested in the overall welfare of its students, has no immediate jurisdiction over the non-school activities of its students.

Brief summary of a few court cases which apply to the Rights of Freedom of Assembly, Association, and Petition

In Landers v. Louisiana State Board of Education, 281 F. Supp. 747 (1968) and Hammond v. South Carolina State College, 277 F. Supp. 947 (1967) the courts ruled in essence that college students have the right to peacefully assemble within certain legal limits.

The case of Eisen v. Regents of the University of California, 75 Cal. Reptr. 45 (1969) resulted in a court ruling which indicates that students have a right to form groups and associations which advocate unpopular beliefs and ideas. This was balanced by the institutional right to demand and have registration and statements of purpose from the students.

Summary

Courts have generally protected the rights of students to assemble peacefully and to form associations of their choosing--subject to reasonable regulations by college authorities.

THE RIGHT OF DUE PROCESS AND EQUAL PROTECTION UNDER THE LAW

> "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

The Civil Rights revolution of the 60's spearheaded by the Civil Rights Act of 1964 resulted in the abolition of countless state and local legislative enactments designed for many years to deprive persons, chiefly blacks, of many of the civil and human rights guaranteed by the Constitution. It must be realized that due process and equal protection under the law is the major guarantor of justice in this democracy, but the search for full realization of this right still goes on.

Practices which exemplify commitment to the Right of Due Process:

Teacher Education Practices	Public School Practices
1. Regulations, rules, and policies regarding due process are clear and available in written form to all members of the faculty and student body.	1. Same.
2. Meaningful student representation is present on all faculty, departmental, or college committees which make policy or render decisions affecting admissions and curriculum requirements or the welfare of students.	2. The high school student council participates in important activities and matters in the school. Students participate in developing rules and regulations according to their maturity level.

3. Faculty and students are presumed innocent until guilt is clearly established. They are permitted to face their accusers, to present witnesses and to defend themselves--with counsel if necessary.	3. Same.
4. Lowering grades, denying credits, and delaying graduation as penalties are not permissible unless there is clear evidence of dishonesty.	4. Same.
5. Students are protected by due process procedures from capricious decisions of faculty or administrative personnel.	5. Procedures involving hearings and the right of appeal characterize any serious penalty, such as suspension or expulsion.
6. Teachers and other educators are not dismissed or deprived of any professional advantage unless given a fair hearing with established procedural safeguards. Nor are they so treated because they exercised their constitutional rights.	6. Same.
7. The exercise of authority by the school responds well to the test: Is it reasonable?	7. Same.
	8. Interrogation of students by police during the school day must be conducted only in the presence of the administrator and/or parent. Harassing or intimidating is not condoned.

Brief summary of a few court cases which apply to the Rights of Due Process and Equal Protection under the law

In Dixon v. Alabama State Board of Education, 294 F. 2nd 150 (1961) the court recognized the power of an institution to expel but held that such power was not unlimited and that arbitrary application of such power could not be made. The court also issued some guidelines for notice and hearing required for due process.

Summary

The courts have concerned themselves mainly with: what are the rules, how are they applied, is the rule reasonable, is the penalty reasonable; and not with who decides the standards. The emphasis of the courts appears to be decidedly for procedural and substantive due process for students at all levels.

THE RIGHT TO SECURITY OF PERSON, PROPERTY, AND THE RIGHT TO PRIVACY

> "No person shall be...deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation."

The right to security of person and property is basic to freedom as Americans define freedom. If the person is not held inviolate and if property rights are not maintained, then none of the other human rights can really exist. The right to security of person is closely akin to the right of privacy and protects the person from insult or injury by others. The property of an individual is also entitled to security and therefore is to be protected from theft, confiscation, or damage by others. The right of privacy is fundamentally the right to be let alone.

Practices which exemplify commitment to the Right to Security of Person, Property, and Privacy

Teacher Education Practices	Public School Practices
1. Policies and regulations regarding search, seizure, personal records, and property are explicitly stated and published.	1. Same.
2. Policies relating to student and personnel records outline procedures for their collection, classification, maintenance, safeguarding, and dissemination.	2. Same.
3. The student or his property is not subject to search or seizure without his permission unless there is a valid search warrant or there is a clear reason to believe there is an immediate threat to the safety, health, or welfare of others.	3. Same.

4. The confidentiality of personnel and student records is maintained at all times.	4. Same.
5. Student-counselor communications are privileged.	5. Student-counselor communications and other personal information regarding students are privileged.
6. Consent of school personnel and students is obtained before information contained in their school records is released unless the release is by judicial decree or for legitimate educational interest.	6. Same.
7. Test scores, etc., are not announced to other students or made public in a way that relates a score to a particular student.	7. Same.
8. Teachers and students have the right of privacy concerning out-of-school activities.	8. Same.
9. No regulation exists pertaining to the dress and appearance of faculty members.	9. Same.
10. Regulations regarding student behaviors in the school are developed by a process which meaningfully involves both students and faculty.	10. Same.
	11. Athletic coaches value the safety and well-being of student athletes more than winning games.
	12. Athletic coaches establish rules for participation in athletics which do not infringe unreasonably on the privacy of athletes.

Brief summary of a few court cases which apply to Right of Security of Person, Property, and Privacy

In *Moore v. Student Affairs Committee of Troy State University*, 284 F. Supp. 725 (1968) the federal court upheld a search which led to the expulsion of the student, ruling that the student's interest in privacy is subordinant to the "reasonable exercise of the college's supervisory duty."

Other decisions have conflicted with the *Moore* decision in cases of privacy.

In *People v. Cohen*, 292 N.Y. 52nd 182 (1968) and *Camara v. Municipal Court*, 387 U.S. 523 (1967) the court ruled somewhat contrary to *Moore*.

Summary

Legal limits of search and seizure appear to be somewhat uncertain. Progressively the courts seem to be moving toward granting students more rights of privacy and against unreasonable search and seizure.

THE RIGHT AGAINST SELF-INCRIMINATION

> "No person shall...be compelled in any criminal case to be a witness against himself."

The right against self-incrimination is a major judicial safeguard aimed at achieving justice and the protection of other human rights. This right stems from the long established belief that no person should be forced to convict himself, particularly since the law for centuries had resorted to torture in order to obtain confessions. It is also assumed that innocent people should be protected from remarks which might make them appear to be guilty. The major burden of proof regarding guilt should be on the government.

This right is further based on the conviction that a person is entitled to hold private beliefs and ideas which he should not be forced to divulge.

Practices which exemplify commitment to the Right Against Self-Incrimination

Teacher Education Practices	Public School Practices
1. Students are not pressured when appearing before administrative officers, instructors, or institutional committees to	1. Neither administrators nor teachers exercise unfair pressure or undue influence on students to implicate them in disruptive problems

confess or admit behaviors which might incriminate or jeopardize their status or position in the institution.	or situations which arise at school.
2. Administrators, faculty, and students are assumed to be innocent until proved guilty.	2. Same.
3. Formal procedures are established whereby school personnel and/or a student might challenge the validity of information contained in their records.	3. Formal procedures are established whereby school personnel and/or a student or his parents might challenge the validity of information contained in personal records.
	4. Physical punishment (attempted or threatened) upon the person of another is not permitted.

Brief summary of a few court cases which apply to the Right Against Self-Incrimination

In *Miranda v. Arizona*, 384 U.S. 436 (1966) the court ruled that prior to questioning a person must be warned that he has a right to remain silent, and that he has the right to the presence of an attorney.

The Supreme Court emphatically asserted in *Slochhower v. Board of Higher Education of the City of New York*, 350 U.S. 551 (1955) that every person is entitled to the full enjoyment of the constitutional privilege against self-incrimination.

Summary

The courts seem to be in basic agreement that students are entitled to this right in campus disciplinary cases as well as criminal justice actions.

THE RIGHT TO BE DIFFERENT

Every individual is different in abilities, interests, needs, and physical make-up. The right to be different is fundamentally the right to think, act, dress, express opinions, and behave differently, so long as the rights and safety of others are not violated. The right to be different is implied in other rights, such as freedom of speech, privacy, etc.

Practices which exemplify commitment to the Right to Be Different

Teacher Education Practices	Public School Practices
1. The institution has an organized program to systematically recruit staff members of varied backgrounds, race, sex, and style of inquiry.	1. Same.
2. Regulations regarding dress and appearance of students and the manner of personal grooming, if present, relate only to safeguarding the health and safety of the students or to the actual prevention of disorder.	2. Same.
3. An institutional environment conducive to instructional experimentation by faculty members is present.	3. Same. Except that the maturity level of those taught may necessitate considerable discretion on the part of the instructor.
4. An atmosphere of freedom to disagree, to inquire, and to hold divergent views is created and maintained by the instructor.	4. Same.
5. A wide variety of evaluative techniques are used to judge a student on his own merits and to compensate for individual differences. Self-evaluation is encouraged and utilized.	5. Same.
6. Student teachers are taught and fully comprehend the significance of and need for multi-ethnic-racial textbooks and materials in the classroom.	6. Multi-ethnic-racial textbooks and materials are used throughout the school. Bulletin boards reflect this consciousness.
7. Student teachers have the necessary skills to effectively provide for cultural and ethnic differences.	7. Same. Teachers are also sensitive to the needs of students and seek constant feedback as to the relative value of classroom activities.

8. Student teachers have a knowledge of group behavior and have the ability to work effectively with groups of varying sizes, cultural backgrounds, and purposes.	8. Same. Organized in-service programs exist to aid teachers in the development of student-oriented instructional strategies which will enable them to work more effectively with students of different races and socio-economic backgrounds.
9. Student teachers have courses and experiences which reinforce their belief in the dignity of all people regardless of race, social class, or ability.	9. The teacher provides for classroom experiences which will enable the students to fully comprehend the dignity of all people regardless of race, social class, origin, or ability.
10. Provision is made for a greater election of courses and experiences, particularly in the area of general education.	10. A wide selection of elective courses and extra-curricular activities is available to students.
	11. The teacher recognizes and compensates for differences in readiness and ability.

Brief summary of a few court cases which apply to the Right to Be Different

The right to be different overlaps, in many respects, with rights covered under other court cases. One phase of the right to be different includes dress and appearance regulations with which the court cases listed here will contend.

In Zachary v. Brown, 299 F. Suppl. 1360 (1967) and Reichenberg v. Nelson, 310 F. Suppl. 248 (1970) the courts ruled in essence that it is the responsibility of school officials to provide substantial proof that long hair is disruptive to the educational process or has deleterious effects on the moral and social environment. The courts ruled in favor of the plaintiff as a result of the institution's failure to meet these requirements.

The courts ruled to the contrary in Ferrell v. Dallas Independent School District, 329 F. 2nd 697 (1968) when evidence was shown that grooming regulations were necessary and reasonable in order for the schools to perform their educational and social functions properly.

Summary

Since the Supreme Court has never heard a case involving this right alone, the limits tend to vary according to the attitudes prevailing in the section of the country where the case is heard.

THE RIGHT TO FREEDOM OF SPEECH AND PRESS

> "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press."

Freedom of expression, particularly in speech and the press, are the basic rights which in a democracy aim at providing to every individual the opportunity to have access to the truth. Because the moral and political value of truth has had high priority as a basic belief in this society, the laws of this nation have consistently protected the individual in the exercise of the rights of free speech and press as enunciated in the First Amendment of the Constitution. Freedom of expression is a necessary element in the exercise of intelligent choice in the selection of alternatives for action and must not lightly be abridged.

Practices which exemplify commitment to the Rights of Speech and Press

Teacher Education Practices	Public School Practices
1. Teachers are provided with opportunities to express agreement and/or disagreement on all school matters, policies, regulations, activities, and matters that may affect them or students.	1. Through established machinery, teachers participate in making decisions about professional activities, school policies, curriculum, the operation and control of school, and matters of personal welfare.
2. Teachers provide opportunities for students to engage in processes of inquiry, have access to varied points of view, and study controversial issues.	2. The school provides students with opportunities to inquire, hear varied points of view, and to explore and freely discuss controversial issues in their classrooms, forums, and clubs.
3. There is no administrative or institutional prohibition or infringement	3. Same.

on the exercise by faculty members of their personal rights and liberties both in and outside of the academic setting. No threat of recrimination is perceived or suffered through the exercise of such rights.	
4. The communication media, including the student press, are considered learning resources, and students are encouraged to freely express their ideas in them within a framework of responsibility.	4. Student publications or other school publications are considered learning experiences for students. The freedom to express opinions therein, as elsewhere, carries with it responsibility for whatever is included.
5. Lines of communication between students, faculty, and the administration are completely open at all times.	5. Same. Students regularly participate in setting up the objectives, topics and selection of speakers for student assemblies, forums, and other gatherings under school auspices.
6. The chief administrators in the institution maintain a psychological climate conducive to the exercise of this basic human right.	6. Same.
7. Students and student organizations are free to examine and discuss all questions of interest to them; to express opinions publicly and privately, both verbally and by such means as buttons or insignia or other forms of symbolic speech; to circulate and present petitions; to assemble; and to support causes. This right is not abridged unless the activity poses a demonstrated threated to the safety and health of the school or community or prevents the learning process from continuing	7. Same.
8. Definite procedures are outlined to handle faculty and student grievances.	8. Same.

9. School policy protects faculty members who provide opportunities for the discretionary study and discussion of controversial issues and problems within the framework of courses or other experiences which are a part of the school curriculum.

10. Teachers play a major role in textbook selection and in establishing the curriculum subject to the board of education and state department of education approval.

Brief summary of a few court cases which apply to the Right to Freedom of Speech and Press

In Dickey v. Alabama State Board of Education, 373 F. Supp. 613 (1967) the court ruled that the college could not punish an individual for the exercise of a constitutionally guaranteed right of academic and/or political expression.

In Antonelli v. Hammon, 308 F. Supp. 139 (1970) the court outlined procedural safeguards required by the First Amendment as being: (1) that the censor bears the burden of proving obscenity, (2) that the requirements of advance submission be not so administered as to preclude appeal, and (3) that the procedure assume a prompt judicial determination.

In Dickson v. Sitterson,280 Fed. Supp. 486 (1968) and Brooks v. Auburn University, 412 F. 2nd 1171 (1969) courts ruled in essence that once an institution opens its doors to visiting speakers it must do so under principles that are constitutionally sound.

The court in Goldberg v. Regents of University of California, 57 Cal. Reptr. 463 (1967) ruled in favor of the institution which had suspended students for bearing placards emblazoned with four-letter words. The court upheld the suspensions on the basis that the students had clearly infringed on the minimum standards of propriety and the institutions regulations had been reasonable.

Summary

Generally it appears that the freedom for inquiry and the liberty to search for truth are fully protected and upheld by the courts. Certainly questions of limits remain undefined, such as (1) what truly constitutes obscenity and (2) to what extent may criticism by faculty and students be carried before it adversely affects the educational process?

THE RIGHT OF DISSENT

The right to dissent is an extension of freedom of speech and expression and is firmly established in our constitutional law and the behavior of our judiciary. For example, decisions of our federal courts, including those of the Supreme Court, often provide dissenting opinions which in later years may become majority opinions. The exercise of the right of individuals and groups to dissent in this society should be respected by those in power or status positions and should not be the basis for punishment or recrimination.

Practices which exemplify commitment to the Right of Dissent

Teacher Education Practices	Public School Practices
1. Students and faculty are encouraged, individually and collectively, to express opinions they may have on school issues, institutional policies, and operational procedures.	1. Teachers are encouraged to express opinions on school matters and policies without fear of hierarchial recrimination.
2. The institution encourages students to explore and express opinions on social and political issues, utilizing the expertise of the staff when needed.	2. The school officially provides students with the opportunity to explore and freely discuss important controversial problems and issues in their classes under competent supervision.
3. The classroom climate established by all teachers encourages free and open discussion, inquiry, expression of opinion, and dissent.	3. Same.
4. The institution uses established procedures to regularly obtain the views of students.	4. Same.

5. The institution makes no attempt to regulate or limit activities of faculty members who participate in political affairs or those that oppose administration policy, so long as these activities do not demonstrably infringe upon the rights of others or disrupt the educational process.	5. Board of education policies specifically protect teachers and administrators as they provide students with opportunities to study problems which provoke conflict and controversy
	6. Board of education policies and administration practices specifically protect teachers as they exercise their constitutional rights.

Brief summary of a few court cases which apply to the Right of Dissent

In the landmark case of Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969) the courts ruled in favor of the plaintiff's right to wear armbands as a form of protest. In this case the court clearly stated that school authorities may not justify the limiting of student protest by merely claiming that dissenting behavior would be disruptive to the educational program of the school. Thus, school authorities must establish with substantive evidence that a rule restrictive of dissent is necessary to maintain order and discipline.

Summary

Much controversy centers over what constitutes a reasonable exercise of the right to dissent. Some attempt was made by the circuit court in Burside v. Byars, 363 F. 2nd 744 (1966) to clarify such boundaries. In general, the court wrote that school officials cannot ignore expressions of feeling with which they do not wish to contend nor can they infringe on the students' rights to free unrestricted expressions as guaranteed under the First Amendment, where the exercise of such right does not materially interfere with requirements of appropriate discipline in the operation of the school.

THE RIGHT TO FREEDOM OF AND FROM RELIGION

> "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..."

The right of religious freedom is basic to all other human rights. Essentially it is the right to think one's own thoughts and arrive at one's own conclusions with regard to what one views as truth, unhindered by the force of majority opinion.

Does a student regularly enrolled in public elementary or secondary school retain his privileges and right to religious freedom, regardless of the religious makeup of the community in which the school exists? The courts have said "yes."

Practices which exemplify commitment to the Right of Freedom of and from Religion

Teacher Education Practices	Public School Practices
1. Institutions which are publicly supported have policies stating that the school shall hold no religious exercises or activities.	1. Same.
2. School rules and the attitudes of teachers and administrators provide freedom for non-belief as well as strange beliefs. For example, if a student does not wish to take part in any school activity for moral or religious reasons, he is excused from doing so without being made to feel different or wrong.	2. Same.
3. Religion is regarded as an area of intellectual inquiry and human knowledge which may be included where relevant in academic courses.	3. Same.
4. The institution takes no account of the religious beliefs of faculty members, students, staff members, applicants for positions, or candidates for advancement.	4. In recruiting and employing teachers and other personnel, the administration and board of education, as a policy, show no bias for the religious preference of the prospective employees.

5. Although the school remains neutral with respect to religion, pupils are encouraged to understand and appreciate religious faiths as taught by their families and churches. Pupils who do not adhere to any particular faith are protected from embarrassment. The sanctity of personal belief or disbelief is scrupulously observed.

Brief summary of a few court cases which apply to the Right of Freedom of and from Religion

In Engel v. Vitale, 370 U.S. 421 (1962) the court ruled that a state may not compose official prayers, whether non-denominational or not, and may not require that they be recited each day in the public schools.

In West Virginia State Board of Education v. Barnette, 319 U.S. 624 (1943) the Supreme Court established the standard that practices of intolerance or inconsideration, no matter how subtle, toward non-believers or students holding strange religious beliefs, are considered violations of the First Amendment.

The court ruled in the case of Calvary Bible Presbyterian Church v. Board of Regents of the University of Washington, 436 P. 2nd 189 (1967) that a course taught as a study of the Bible for its literary and historic qualities and presented in a non-sectarian manner is in accord with this right.

Summary

In general the courts are in accord with the practices and behaviors outlined under the right to and from religion.

Note

For a more complete treatise on court cases dealing with this and other rights outlined in this Guide, you may write for the booklet, "The Human-Legal Rights of Students," by Charles Elkins. This booklet was prepared by Mr. Elkins for the Phi Delta Kappa Project on Human Rights and is available for a cost of $2.00 from the Southwest Center for Human Relations Studies, University of Oklahoma

Other excellent sources on legal implications of human rights are:

The Pupil's Day in Court: Review of 1969.

The Student's Day in Court: Review of 1970.

Published by the Research Division,
National Education Association
Available for $2.00 each

Student's Rights Litigation Packet.

Prepared by the Center for Law and Education,
Harvard University, 38 Kirkland Street,
Cambridge, Massachusetts 02138
Available for $6.00

Section 3

AN INSTRUMENT FOR THE EVALUATION OF INSTITUTIONAL AND INDIVIDUAL HUMAN RIGHTS BEHAVIORS IN TEACHER EDUCATION INSTITUTIONS

To the Participant

This instrument provides an opportunity for you to analyze the human rights behaviors of your teacher education institution and its program. The instrument identifies practices and responsibilities which, in the opinion of the Phi Delta Kappa national policy committee for human rights in teacher education, contribute to the effective observance of human rights by a teacher education institution and those who participate in its programs and activities.

All five categories of the instrument may be used to analyze the total institution and its programs. It may also be used in part to analyze the human rights behaviors of a particular aspect of the total program.

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The Institution
Behaviors and Responsibilities in Human Rights

Check one: Administrator ____ Student ____

Teacher ____ Other ____

Instructions

In assessing the overall behavior and responsibilities for human rights as generally exercised by your college indicate if the condition or practice generally exists.

Yes	No	
		1. Faculty members and students regularly express opinions and ideas on school conditions or policies.
		2. Dissent may be made from the view of administrators and/or the majority opinion without fear of recrimination.
		3. Meaningful student membership and participation exists on important administrative and/or faculty committees and governing groups (especially those dealing with admission, retention, and academic degree requirements).
		4. No attempt has been made to regulate or limit activities of faculty members and students who participate in political and social action groups.
		5. Procedures are clearly outlined through which the views of students may be expressed.
		6. Faculty members have assisted in developing (or modifying) procedures for participating in policy formation and appropriate decision making.
		7. Policies regarding admission, selection, and retention of students adequately consider socio-economic background, degree of social consciousness, commitment to teaching and to public education, personal qualities, and academic achievement.
		8. The institution has actively recruited and employed staff members and students representative of various backgrounds and life styles.

Yes	No	
		9. Students and teachers of both sexes from a variety of ethnic backgrounds have been systematically sought and recruited.
		10. Established processes provide student representation and prompt and fair determination of cases involving the disciplining or expulsion of students enrolled in teacher education programs.
		11. Regulations, rules, and policies relating to students and faculty are understandable and have been publicized in written form and made available to members of the faculty and student body.
		12. No regulations exist pertaining to the dress and appearance of faculty members or students.
		13. The institution has maintained an overall climate of freedom conducive to the enjoyment of basic human rights and liberties by faculty and students.

The Administration
Behaviors and Responsibilities in Human Rights

Check one: Administrator _____ Student _____

Teacher _____ Other _____

Instructions

> In assessing administrator behaviors and the exercise of their responsibilities in human rights, evaluate yes if at least one instance is known in which the primary administrator(s) acted in the manner described.

Yes	No	
☐	☐	1. The administrator of the teacher education program has been available and approachable to the faculty.
☐	☐	2. The administrator of the teacher education program has been available and approachable to the students.
☐	☐	3. The administrator has respected and encouraged dissenting views and divergent behaviors.
☐	☐	4. The administrator has encouraged instructional experimentation on the part of the faculty members.
☐	☐	5. The administrator has candidly discussed teaching strengths and weakness with both new and tenure-holding faculty members.
☐	☐	6. Prior to discipline or dismissal proceedings, the administrator has given ample advice and opportunity for improvement.
☐	☐	7. In dismissal and discipline procedures, the administrator has provided the staff members with due process.
☐	☐	8. The administrator has respected the right of privacy in communication and dissemination.
☐	☐	9. The administrator has protected faculty and students in the exercise of their personal rights.
☐	☐	10. The administrator has meaningfully involved faculty, students, and public school educators in the determination of policies which affect them.

Yes	No	
		11. The administrator has had printed and distributed understandable rules and policies relating to the students and faculty.
		12. The administrator has successfully recruited staff members of both sexes and with varied racial and cultural backgrounds.
		13. The administrator has assisted in obtaining the services of persons on campus who express divergent views on controversial issues and problems.
		14. The administrator has made no attempts to regulate the participation of faculty members in political affairs.
		15. The administrator or appropriate faculty group has discussed with new faculty members institutional expectations which are the basis for tenure and promotion requirements.
		16. The administrator has provided faculty with appropriate fiscal and other relevant information necessary for decision-making in which they are involved.
		17. The effect of the combined actions and behavior of the administrator has been to create and maintain a psychological climate of freedom conducive to the enjoyment of basic human rights and liberties on the part of all faculty members and students, providing for a purposeful movement toward properly identified institutional goals.

The Teacher
Behaviors and Responsibilities in Human Rights

Check one: Administrator ____ Student ____

Teacher ____ Other ____

Instructions

> In assessing teacher behaviors and the exercise of their responsibilities as listed below, the evaluator(s) should check yes if a majority of the teachers typically perform in the manner described.

Yes	No	
		1. Teachers have expressed concern when institutional policies and regulations were not consistent with human rights and responsibilities concepts.
		2. Teachers have provided opportunities for the cooperative involvement of students in course objectives and development.
		3. Teachers have provided students an opportunity to engage in the processes of democracy: group procedures, discussion, and techniques of inquiry and cooperative planning.
		4. Teachers have solicited varied points of view during the process of instruction.
		5. Teachers have provided a wide range of learning activities to allow for differences in individuals.
		6. Teachers have treated information about students, such as test scores, confidentially.
		7. Teachers have assumed the innocence of students until they are proven guilty.
		8. Teachers have created a classroom climate which accepts differences.
		9. Teachers have not used ridicule or sarcasm to humiliate or destroy the self-respect of any student.
		10. Teachers have established a classroom climate that promotes free and open discussion and that respects student rights.

Yes	No	
		11. Teachers have evaluated students on the basis of multiple criteria which take into account the total growth of the student.
		12. Teachers have openly expressed opinions and ideas that have dissented from the views of colleagues or administrators.
		13. Teachers have acted to protect the rights of those who differ with them and have exercised no reprisals against them.
		14. Teachers have taken issue with colleagues who have denied the rights of an individual or group.

The Student
Behaviors and Responsibilities in Human Rights

Check one: Administrator _____ Student _____

Teacher _____ Other _____

Instructions

In assessing student behaviors and the exercise of their responsibilities as listed below, the evaluator(s) should check yes if a majority of the students in teacher education frequently perform in the manner described.

Yes	No	
		1. Students have expressed concern when institutional policies and regulations were not consistent with human rights and responsibilities concepts.
		2. Students have accepted and practiced the processes of democracy, group procedures, discussion, and techniques of inquiry and cooperative planning.
		3. Students have taken part in peaceful assemblies in order to hear speakers and engage in free discussion.
		4. Students have used the school paper or other media to express views on controversial issues.
		5. Students have challenged statements made by faculty in the classroom and other areas of the instructional program.
		6. Students have shown responsibility as they have exercised their individual rights.

In assessing student behaviors and the exercise of their responsibilities as listed below, the evaluator(s) should check yes if three or more instances are known in which a student or groups of students acted in the manner described.

7. Students have taken an active role in committee work aimed at developing curricula policies and procedures affecting admissions, requirements, degrees, etc.

Yes	No	
		8. Students have used machinery that is available to protect their rights and the rights of others.
		9. Students have understood and instigated procedures to protect their rights when confronted with accusation of violations of institutional regulations.
		10. Students have been meaningfully involved in developing regulations relating to student behavior.
		11. Students have expressed their views on issues of institutional policy.
		12. Students have supported and protected the rights of other students, faculty, and members of minority groups.
		13. Students have protested to administrators what they regard as inappropriate or poor instruction.
		14. Students have petitioned in writing for redress of grievances, including ineffective teaching and evaluation.

The Curriculum
Human Rights Implications

Check one: Administrator _____ Student _____

Teacher _____ Other _____

Instructions

> In assessing the human rights implications of the teacher education curriculum, the evaluator(s) should check yes if there is definite knowledge that the competency or practice described is clearly emphasized.

Yes	No	
		1. Student competency in relating human rights to learning and behavior has been stressed in the psychological foundations phase of the professional education sequence.
		2. Student competency in portraying human rights and political and moral values as basic to a democratic society has been emphasized in the social foundation of educational sequence.
		3. Student competency in individualized instruction is emphasized during the student teaching experiences.
		4. Student competency in the use of human rights materials has been emphasized in methods and materials.
		5. The processes of democracy--cooperative planning, group processes, discussion, and joint evaluation have been extensively used in professional education classes.
		6. Civil and human rights have been emphasized at some phase of the teacher education program.
		7. Major areas of conflict in the society have been analyzed in a values-human rights and responsibilities context in some specific course in professional education.
		8. The relationship of authority and conformity to human rights and responsibilities is stressed in some specific course in the professional educational sequence.

Yes	No	
☐	☐	9. In professional education classes students have been evaluated on the basis of multiple well-defined criteria.
☐	☐	10. Critical analysis has been directed to such behaviors and practices as discrimination, stereotyping, rejection, and other behaviors repugnant to individual growth.
☐	☐	11. Student teachers have explored the human rights implications of their student teaching experiences.
☐	☐	12. Professional education classes have established a psychological climate of freedom and acceptance which encourages discussion and permits the free exercise of dissent.
☐	☐	13. Seminars and other opportunities have been offered for student teachers and cooperating teachers to deal with human rights and human relations concerns

Teaching Competencies and Skills Essential to Implementing Human Rights and Responsibilities

Check one: Administrator ____ Student ____

Teacher ____ Other ____

Instructions

> Answer yes if the competency is demonstrated by a majority of the current graduating class in teacher education.

Yes	No	A majority of graduating students in teacher education portray:
		1. Competency to teach the skills of fact-finding so that students may effectively differentiate between fact and propaganda.
		2. Competency in creating learning situations whereby students fully understand the implications of stereotyping, discrimination, and racism as they relate to human rights.
		3. Competency in applying abstract principles of a human right.
		4. Competency in using a class incident to develop an understanding of a human right concept.
		5. Competency in structuring a learning situation which provides for individual freedom within a framework of teacher expectancy and student responsibility.
		6. Skill in formulating behavioral objectives and attitudinal objectives central to the human rights concern.
		7. Competency in effectively relating cultural backgrounds and values to the educational capabilities and needs of the individual or group.
		8. Competency in creating a climate where differences are accepted and understood.
		9. Skill in creating an environment in which individuals are protected against physical, mental, and social abuse by other adults and/or the peer group.

Yes	No		
		10.	Skill in creating full and open discussion of problems, including controversial issues, in an orderly environment.
		11.	The ability to help students choose learning experiences which are relevant to their development, learning styles, needs, and interests.
		12.	Competency in working with groups of various sizes and purposes.
		13.	Skill in questioning, self-analysis, reflective thinking, and the use of the inquiry approach.
		14.	Competency in providing success opportunities for all students regardless of their level of development.
		15.	Ability to see and/or propose alternatives; to envision the consequences of alternative behaviors, to make decisions in the light of those consequences.
		16.	Ability to be tentative in judgment and to resist too early closure in discussion.
		17.	Ability in evaluating institutional behaviors which limit or enhance specific human rights.
		18.	Skill in evaluating personal behavior which limits or enhances specific human rights.
		19.	Competency in defining the role of the school in promoting the concept of liberty and justice.
		20.	Ability to recognize and deal with conflicts between values and rights.
		21.	The ability and the disposition to examine one's own value system in light of the basic values fundamental to a democratic society.
		22.	Ability to state clearly and specifically the meaning of equal educational opportunity and the implications of human rights in attaining this.

Yes	No	
		23. Ability to involve students in the establishment of course objectives and activities.
		24. Competency in identifying and using experiences and resources which provide enlarged student comprehension of human rights.

PART IV

INSTITUTIONAL PROGRAMS AND PRACTICES

Section 1 - Approaches for a Developmental Program of Human Rights Education for Prospective Teachers

Section 2 - Suggestions for Content: Topics or Experiences to be Included in Course Offerings

Section 3 - Curriculum and Other Changes Developed by Participating Institutions

Section 4 - A Suggested Human Rights Emphasis for Educational Psychology

Section 5 - Incorporating Human Rights in a Basic Graduate Course in Secondary Education

Section 6 - A Human Rights Unit in Teacher Education

Section 7 - Preservice Workshop Formats - Developed and Used by Participating Institutions

Section 1

APPROACHES FOR A DEVELOPMENTAL PROGRAM OF HUMAN RIGHTS EDUCATION FOR PROSPECTIVE TEACHERS

Much student unrest stems from the apparent conflict between our stated American values and the way those values are practiced in the society at large. Students frequently see educational institutions as reflections of that society and thus targets for their dissatisfaction. Although some student unrest is misguided, the fact nevertheless remains that much of it zeroes in on indefensible administrative and instructional practices. As a result, there is and has been an attempt on the campuses and in the schools to create changes and implement programs designed to reduce or eliminate these weaknesses.

Administrators and faculty may find one or more of the following suggestions helpful in initiating a human rights education program. Discussion of these suggestions may yield other alternatives with which to begin. The important thing is to make a beginning.

Discovery of Needs

Student Survey - The process of change begins with the identification of needs. Therefore, step one on any campus may be a survey of students' attitudes, feelings, beliefs, and commitments to the Bill of Rights and to the values upon which they make decisions about behavior. Instruments which can be used for this purpose may be found in Appendix B and in a companion publication by the Phi Delta Kappa project entitled "A Guide for Public Schools in Human Rights," to be available in December, 1973.

Faculty Seminar - Step two might be a decision to offer a faculty seminar using as a basic text this "Guide for Improving Teacher Education in Human Rights." Such a study could reveal important needs, viewpoints, and differences in philosophical backgrounds.

Other Faculty Activities - Plans for gathering and presenting information could be developed and followed through by a representative steering committee. This committee might, for example, present the following suggestions for optional activities and faculty programs, for which individual professors or small groups could accept responsibilities in accordance with their interests.

> Listen to a representative panel of students discuss experiences in which they believe their rights were denied.

Collect students' written statements about campus tensions, individual group anxieties, complaints about denial of rights of self and rights of others on the campus.

Research current campus gripes and demands for change.

Observe in the local public schools to see the extent to which teacher and administrative behaviors are sensitive or insensitive to the human rights of individuals.

Visit public school classrooms to observe instruction in civics, social studies, history, language, arts, to find out where, when, and how pupils learn about human rights,

Use relevant films or film clips as discussion starters (see bibliography).

Areas to Be Examined for Needed Change

Content - The rationale for including human rights content in the preparation of teachers, as well as the background of philosophy and information professors may need as they discuss course changes, is provided in the Phi Delta Kappa Statement, "Education and Human Rights," and in this Guide.

Hopefully, all professors will become involved in the examination and evaluation of content and textbooks currently required in their courses to determine what changes are needed. Whatever is no longer relevant should be eliminated in order to make way for the addition of materials and instructional efforts on human rights. Interpersonal cooperation and group discussion within each department will increase understanding, facilitate change, and provide for mutual support. The questions of what is relevant might well be applied to other facets of course work, as well as to the problems of human rights.

Method - The almost universal reliance on lecture methods has not produced students, teachers, and professors firmly committed to the Bill of Rights, nor apparently have other methods not emphasizing this approach. Moreover, a common complaint voiced by students at all levels is that they are bored with the routine of lecture note-taking and textbook memorization test-taking to get marks. Young teachers are loud in their denunciation of college courses which fail to make teaching come alive for them.

Too often the lecture is abused rather than used for the purposes toward which it may contribute effectively.

Change is not easy for professors who may never have experienced methods other than lecture methods. Nevertheless they must experiment, discuss their trials and errors with each other, get administrative support, and, in the last analysis, find the courage to do something different in the way of instructional strategy.

Alternative ways of providing opportunity for the study of rights include inter-disciplinary units of study, seminars, and concentrated teach-ins. All of the above would allow for limited presentations by professors, the raising of questions, the relating of personal experiences by students, and for free, open discussion by all in attendance.

Team teaching, large-group lecture meetings followed by small-group rap sessions, the use of documentary films, filmstrips, and tapes are also methods prospective teachers need to experience before being required to use them in their own classrooms.

Section 2

SUGGESTIONS FOR CONTENT: TOPICS OR EXPERIENCES TO BE INCLUDED IN COURSE OFFERINGS

In this section specific suggestions are given for the meaning and the limitations of individual human rights, and the manner in which they may be exercised. Specific suggestions are given for dealing with them in various courses and classes. Those in the first group seem appropriate for general education courses, such as political science, history, sociology, and philosophy. The list also includes activities, as well as topics for study and discussion.

In the second group, attention is given to topics and activities especially suitable for professional education courses and experiences.

In later sections (section 4 and 5 of Part IV), suggestions are given in much greater detail for courses in educational psychology and secondary education.

General Education (Political Science, History, Sociology, Philosophy)

Topics

Major areas of human conflict in this society--race relations, rural-urban, extremism of the left and right, youth-adult conflict, labor-management, nation-state, general welfare-individual rights, and government-citizen.

Student activism in relation to man's age-long struggle to be free--protests, demonstrations, seizure, amnesty, responsibility for consequences.

The rights and duties of citizens - participation in voter registration and in primary and election campaigns.

Enrollment in a political party, voting, investigation of relations between courts and politics, investigation of appointments to judgeships, boards of education, and requiring elected officials to be responsible.

Relation between freedom and order--speaker or resource person (chief of police).

Relation between liberty and authority--resource person (local or state official).

Human rights and the generation gap--the parents' points of view, a radical student's point of view--a square student's point of view.

Activities

Constitutional government - visit local, state, and national governments; examine and change (if needed) the school's constitution and club charters; participate in administration and organization of the school. Resources--experts in constitutional law.

Make first-hand investigation of how rights are exercised, denied, or violated in public schools, colleges, business organizations, labor unions, industry, governmental agencies.

Visit courts, seats of government, state and local organizations and agencies.

Interview students, police, lawyers, judges, parents, teachers, and administrators.

Use film and other teaching aids suggested in bibliography of this Guide.

Professional Education (Social and Psychological Foundations of Education, Curriculum and Methodology and Laboratory Experiences)

Topics

The use of authority in the classroom and in the school.

Participation by students in determining the limits of behavior.

The relationship of value and behavior patterns to social class and economic affluence or deprivation.

The way teachers use power position to determine students' lives, social status, educational opportunities.

The effect of school experiences on the self concept and consequent behavior regarding human rights.

The emotional and consequent physical effects on the individual whose rights are denied or who is prevented from exercising his rights.

The effects of the withdrawal of rights that seemed to be within reach--(black militancy after 1964).

The traditional personality - role blacks were forced to play in conflict with new role--effects on youth caught in the double bind.

Self concept - formation of, effects on learning behavior, effects on social behavior.

Accent on relationship between school behavior and pattern of cultural and home backgrounds.

Accent on the psychological basis for student success in the school.

Activities

Investigation of current public school practices, such as grouping by ability, corporal punishment, student government, teaching controversial subjects, discussion or recitation, mass instruction, the open classroom, illiteracy, seating by race and/or sex, publications.

Role playing to show respect or lack of respect for various individuals depending on race, appearance, social status, sex, age.

Confrontation with situations requiring individuals to make choices or meaningful decisions regarding their own behavior.

Analysis of classroom or school practices which promote discrimination, scapegoating, downgrading, expulsion, stereotyping, and rejection.

Provision of opportunities for contact with school settings of different kinds. (With emphasis on experiences with children in pre-student teaching and student teaching situations.)

Analysis of the educational establishment in terms of past authoritarian behavior.

Section 3

CURRICULUM AND OTHER CHANGES DEVELOPED BY PARTICIPATING INSTITUTIONS

Many activities were started in the colleges and universities which participated in the Phi Delta Kappa National Human Rights Project.

All of the participating institutions were involved in one or more organized efforts to alter existing practices in the pre-service or in-service programs for professional educators and the reports of these activities provided the best evidence that things were happening in teacher education schools over the nation. Many schools took a hard look at institutional practices which were obstacles to the achievement of human rights for both students and teachers. Professors evaluated their own personal behavior in relation to these rights. Existing courses were altered, new ones were added, and forums, seminars, institutes, workshops, and retreats for faculty were held.

Major categories of institutional efforts to effect change are identified below: (Readers are encouraged to contact the appropriate campus for details. Colleges and Universities participating in the project are listed in the front part of this Guide.)

New On-Campus Courses and Educational Experiences Involving Students and Faculty

1. Mini-course (one to four weeks) on student and human rights for all prospective secondary school teachers:

   Appalachian State University
   New Mexico Highlands University
   Southern University
   University of Oklahoma
   Utah State University

2. Human rights role playing and discussion sessions for teacher education majors:

   East Central State College

3. Experimental programs including eleven one-semester units, using simulation techniques and other tactics:

   San Diego State University

4. Administration of human rights attitude scales:

   Appalachian State University
   University of Oklahoma
   Utah State University

5. Production and use of video-taped classroom incidents depicting human rights concerns:

   Central State University

6. Bi-weekly series of eight forums for faculty and students around human rights:

   Cheyney State College

7. On-campus colloquium for staff, students, and community representatives:

   Texas Southern University

8. Revision of student-teaching segment of undergraduate program to include experience in human rights:

   Cheyney State College
   East Central State (Oklahoma)
   San Diego State University
   Southeastern State (Oklahoma)
   University of Miami
   University of Oklahoma
   Utah State University

9. Orientation program for students new on campus:

   Cheyney State College
   Wayne State University

10. Pre-service project to examine teacher education program, planned by a steering committee of faculty and students operating with three sub-committees:

   San Diego State University

11. Administration of instrument to evaluate teacher education program:

   Appalachian State University

Course Revisions

1. Courses in educational psychology relating behavior and learning to human rights:

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Central State University (Oklahoma)
Northeastern State (Oklahoma)
Texas Southern University
University of Oklahoma

2. Relevant human rights subject matter and experiences introduced into total professional education sequence in undergraduate program:

Southern Methodist

3. Guidelines, content, and approaches revised in student teaching and field experiences to include important human rights concerns:

Northeastern State College (Oklahoma)
Oklahoma Baptist University

4. Revised graduate courses in secondary curriculum and instruction and secondary school administration to include human rights and human relations concerns as a basis for curriculum change and leader behavior:

University of Oklahoma

5. Study of feasibility of including moral and political values and human rights instruction in segments of the general education program (social studies and humanities):

New Mexico Highlands University
University of Oklahoma

Workshops, Seminars, Institutes, and Conferences

1. Seminars for student teachers and/or cooperating public school teachers:

Northwestern State (Oklahoma)
Oklahoma State University
San Diego State University
University of Miami
University of Oklahoma

2. Seminars for faculty, administrators, students, and sometimes community representatives:

Appalachian State University
Cheyney State College
East Central State (Oklahoma)
Northeastern University
Northwestern State (Oklahoma)

Oklahoma Baptist University
Oklahoma State University
San Diego State University
Southeastern State (Oklahoma)
Texas Southern University
University of Miami
University of Oklahoma
Utah State University

Preparation of Guides, Handbooks, and Materials on Human Rights

Appalachian State University - Developed a comprehensive packet of materials on human rights which was made available to each instructor in the College of Education. Also developed and validated an attitude scale on human rights.

San Diego State University - Worked in conjunction with the San Diego public school system on the development of a "Student and Teacher Human Rights Handbook." Also developed in collaboration with San Diego State University a series of simulations depicting human rights problems of high school students.

University of Miami - In conjunction with Dade County Junior College and the Dade County public school system developed a comprehensive human rights game entitled "Freedom To Be." The idea of the game is to gain as many human rights as possible in a limited period of time. Also developed by the Human Rights Task Force, University of Miami, was a "Human Rights Overview" narrated on tape with accompanying film slides and a human rights bibliography which is contained in the unannotated bibliography section of this Guide.

University of Oklahoma - Paul Evans developed a learning package and mini-course on "Human Rights in Education" for use in the basic undergraduate course in Curriculum and Instruction in the Secondary School. A handbook written by Charles Elkins on "Human-Legal Rights of Students" was also prepared at the University of Oklahoma. The handbook attempts to define the legal boundaries of each right outlined in Part III of this Guide.

Section 4

A SUGGESTED HUMAN RIGHTS EMPHASIS FOR EDUCATIONAL PSYCHOLOGY

The Phi Delta Kappa committee on human rights in education makes the assumption that a human rights emphasis can be integrated into all areas of learning. The following outline is an attempt to do just that with an educational psychology course for teacher education graduates.

The educational psychology course was divided into seven broad units of study:

1. Measurement and Evaluation
2. Motivation
3. Human Learning
4. Human Growth and Development
5. Personality and Adjustment
6. The Classroom as a Group or a Unit
7. Roles of the Teacher and Student

Measurement and Evaluation - human rights understandings and skills the prospective teacher should have.

A. Freedom of Speech

Understandings

1. Verbal interaction is basic to the democratic process and should be a course objective to be cultivated and evaluated.

2. Evaluation and measurement of this objective should consider the multiple facets of verbal interaction, such as (1) respect for the opinions of others, (2) listening to others, (3) the ability to ask relevant questions, (4) the ability to separate fact from propaganda, etc.

Skills

1. The teacher should be skilled in the use of instruments such as Flanders Interaction Analysis to evaluate his or her own verbal impact on the class.

2. The teacher should be able to objectively measure the verbal contributions of class participants.

B. Due Process

Understandings

1. Measurement and evaluation are at the best semi-objective. Hence, teachers should be taught how to handle student appeals regarding grades assigned.

2. Students should be fully informed as to evaluating procedures.

Skills

1. The teacher should be able to set up and make operative simple appeal opportunities and due process procedures.

2. The teacher should be able to implement a procedure which provides sufficient information to student and parents prior to the issuance of a failing grade.

C. Privacy

Understandings

1. Teachers should have a basic understanding of the ethical and legal implications of handling student records and personal information.

2. The teacher should have a basic knowledge of how to handle student records and evaluation data with due respect for the privacy of the student. An excellent publication containing such information is "Guideline for the Collection, Maintenance and Dissemination of Pupil Records," published for the Russell Sage Foundation by Connecticut Printers, Inc., Hartford, Connecticut.

3. The teacher should be aware of the possible effect on an individual resulting from the revealing of negative evaluations of personality or product to peer groups.

Skills

1. The teacher should be competent in the proper use of information contained in cumulative folders.

2. The teacher's behavior should reflect respect for the privacy of the individual student and

discretion when he/she (a) posts grades, (b) converses with other teachers, (c) passes out grades and test papers, (d) makes verbal evaluations of a student before his peers, (e) uses personality scores and standardized test results, and (f) requests and uses information of a personal nature regarding a student.

D. Dissent

Understandings

1. Questions from students regarding a grade or method of evaluation should not be perceived as a threat.

2. Students should have a right to a prompt review of a test.

3. Provisions should be made for the students to question items on the exam regarding reliability and validity.

4. Students should have the opportunity to question the relationship of evaluation procedures to course objectives.

Skills

1. The teacher should be able to handle the questions and problems referred to in 1, 2, 3, and 4 above, with objectivity and poise.

2. The teacher should have skill in relating evaluation procedures to course objectives.

E. Equal Opportunity

Understandings

1. Many tests have culture, age, and sex bias with subsequent implications for teaching.

2. Methods of evaluation should be commensurate with the differences of students in the class and be reflected in the course objectives.

3. Prior knowledge of a student's test scores or other evaluations may affect the teachers expectancy of that student and subsequently have an impact on the interpersonal relationship of teacher and student.

4. The use of test results as the only criteria for grouping or teaching students has implications for learning and stereotyping which should be fully understood by the teacher.

Skills

1. The teacher should be able to use multi-methods of evaluation which take into account differences among individuals in the class. This should include special efforts to meet the special needs of students handicapped by prior educational or other conditions.

2. The teacher should be able to interpret tests in terms of their cultural, sex, and age biases.

Motivation - human rights understandings and skills the prospective teacher should have.

A. Freedom of Speech

Understandings

1. The freedom to inquire and the encouragement to participate verbally serve as motivating forces in a class.

2. There are factors which may limit the verbal participation of some members of the class. Other factors may induce others to monopolize conversation. These should be identified.

3. There are conditions which generally create a climate of freedom to express feelings, thoughts, ideas, and intentions. These should be discussed.

4. Verbal reinforcements provided by the teacher have a motivating effect on students. Teachers should be aware of the motivating effects of positive psychology.

Skills

1. The teacher should be skilled in the use of techniques such as think tanks, small groups, etc., which provide opportunities for greater numbers of students to express themselves.

2. The teacher should be able to create a classroom climate conducive to the orderly expression of feelings, thoughts, and ideas.

3. The teacher should be able to provide the reinforcement necessary to stimulate verbal participation on the part of the more reluctant students.

B. Dissent

Understandings

1. There are school, class, peer, and group pressures to conform. These same pressures limit the motivation to dissent. The class should identify and discuss such pressures.

Activity

1. Role playing can be set up to explore how it feels to be left out or included in a group. Prior to the class meeting, five students are asked to cooperate with the instructor in staging the experience. The students are told to agree with and talk to student "A," and to disagree with and ignore student "B," and to just ignore student "C."

The day of the role playing students "A," "B," and "C" are asked to participate in a role playing situation, (along with the five students). "A," "B," and "C" are each called aside and encouraged to get their points of view across to the group. The role playing activity should go on only long enough to give "A," "B," and "C" an opportunity to become aware of what is happening to them. A discussion of what motivated individuals in group settings could ensue.

Skills

1. The teacher should be able to use reasonable orderly dissent as a motivational tool.

2. Skill in role play and small group discussion.

C. Equal Opportunity

Understandings

1. Relate Rosenthal's concept of Self Fulfilling Prophecy to individual motivation and equal opportunity.

2. An explanation of Rotter's Internals-Externals focus of control and other concepts related to the personality of the individual can lead to a discussion of how individuals limit themselves.

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3. The educational psychology class should provide prospective teachers with actual experiences built on need, systems, and self-control concepts. They should realize that insecure, threatened students will not be able to master relevant concepts.

4. Implementing the philosophy that good teachers have good students is crucial in the area of motivation. This in turn implies a teacher who operates with high levels of self-confidence and risk-taking (self-revealing) tendencies. Show how motivation is built by using White's Concept of Competency philosophy.

When the needs to seek, to explore, to have excitement, novelty, and mastery are met in a classroom, the students and teachers are typically seen to have a healthy, positive regard for themselves and for one another.

5. Explore the relationship between success opportunities, motivation, and the development of a positive self image.

6. On the assumption that realistic goals motivate, students should be provided with opportunities to assess self and to know what opportunities society is likely to offer for self realization and fulfillment.

Skills

1. The teacher should be able to provide opportunities for some degree of success to all students.

2. The teacher should be able to direct students in a realistic assessment of self and a realization of the opportunities society is likely to offer them for self realization and fulfillment.

Human Learning - human rights understandings and skills the prospective teacher should have.

A. Freedom of Speech

Understandings

1. The influence the social setting has on the way people respond and react to thoughts and behaviors new to them should be explored.

2. A discussion of the uses of social reinforcers in regard to what people talk about can lend insight into a great deal of our social behavior

B. **Due Process**

Understandings

1. Norms, rules, and laws are examples of social structure and allow us to function as social beings. Discuss whether due process should apply to rules and norms as it does to laws.

C. **Privacy**

Skills and Understandings

1. The teacher should be able to take a position consistent with the right of privacy on the following question:

Does a person have a right to determine his own life style of learning?

Is it an intrusion on an individual's privacy to insist that he conform to middle-class values?

D. **Dissent**

Understandings

1. Explore individual and group tolerance for deviation from accepted practices.

2. Discuss dissent as it relates to norms, values, and attitudes. Under what conditions is dissent inhibited?

3. Examine the role of dissent in various learning situations.

4. Have students read two sides of an issue.

Activities

1. The instructor at the beginning of the course sets up conditions that favor discussion and dissent. The instructor might suggest that during the course he will provide information which is false, and it is the

class's responsibility to detect it and confront the instructor with the fallacy, inconsistency, etc. This should be set up to facilitate analysis, synthesis, and evaluation on behalf of the student. (Should not be used to cover up error.)

E. Equal Opportunity

Understandings

1. Discuss the effect on students of family life, parental backgrounds, attitudes, values and aspirations.

2. Discuss the effects of segregation, discrimination, hopes for employment, opportunities for learning.

3. The teacher should have an opportunity for complete cognitive development.

4. The teacher should have an opportunity for complete affective development.

5. The teacher should have an opportunity for complete social development. (Interpersonal skills.)

Activities

1. Role play, giving the entire class opportunity to experience the role of some public school youngster; i.e., sit straight, no talking, no going to the bathroom until noon, pop-quiz for punishment; then let students discuss how this could influence learning.

2. Compare objectives and responsibilities for the course with course objectives and responsibilities outlined by students.

(Note: Much learning that occurs in the classroom is concomitant learning. While teaching educational psychology we are also teaching attitudes, values, etc. If we expect individuals to value human rights, the concomitant learning occurring in the classroom has to be congruent with those rights. The teacher of educational psychology may wish to spend some time discussing how concomitant learning functions. Will these concomitant learnings come about without some direct attention to values and human rights?)

Human Growth and Development - human rights understanding and skills the prospective teacher should have.

A. Freedom of Expression

Understandings

1. Study the effects on the way a person expresses himself of different culture and life patterns, such as ethnic, home, slum, Hollywood, and professional

2. Explore the various facets of social development through Erikson's development stages, White's concept of competency, and Maslow's needs hierarchy, etc.

Activities

1. To enhance the possibility of eliciting open discussion on the topic of socio-sexual development and associated attitudes:

Arrange the seating of the class in small groups of equal numbers of males and females. In each group, form a row of males facing a row of females, a la the Dutch Reformed Church. Start the group's discussion on a topic sure to arouse opinions. For example, "Do boys see girls as being one of two types," (1) "round-heeled" type or (2) the "good girl" they will later marry? Be ready for the expression of strong feelings.

Other games such as man/woman in "Psychology Today" could be used. *

B. Due Process

Understandings

1. Due process influences on development may be examined by comparing democratic vs. autocratic influences in the family and society as related to race and poverty.

2. Study the significance of due process to the development of students coming from different socio-economic, cultural backgrounds.

C. Privacy

Understandings

1. Study the importance of privacy to the growth and development of the individual with special emphasis on its significance to each sex at different maturation levels.

2. Explore the significance of privacy to growth and development in classroom situations.

Skills

1. The teacher should be able to provide for the privacy needs of students at each maturation level.

D. Equal Opportunity

Understandings

1. Study the equality aspects of growth and development programs, such as Head Start, Pre-school, kindergarten, schools without walls, Upward Bound, non-graded, open college admissions, and manpower training.

2. Teachers should understand the importance of equal opportunity (housing, employment, etc.) to the development of a positive self-concept and its relationship to learning.

3. Human rights as a pre-condition to growth and development are stressed.

Activity

1. Make a survey of programs in the college community that are committed to providing equal opportunity for growth and development.

Skills

1. The teacher should be able to assign tasks and provide for classroom experiences which allow each student an opportunity to grow and develop.

2. The teacher should be able to assist in the development of positive self images through such means as the use of creative bulletin boards, and by directing the students' attention to success models of different racial and cultural backgrounds.

3. The teacher should have skill in individualizing assignments and stimulating independent learning projects.

Personality and Adjustment - Human rights understandings and skills the prospective teacher should have.

A. Freedom of Expression

Understandings

1. Examine characteristics of creative, non-conforming individuals.

2. Study the use of primary language (colloquial and idiomatic) vs. standard English language as they relate to self concept and identity. Understand the impact on personality and adjustment when students are labeled dumb as a result of being non-proficient in the English language.

3. Study the personality and adjustment implications of diction, enunciation, word usage, and obscenity.

Skills

1. The teacher should be able to identify students who have speech problems and asist them to adjust.

B. **Privacy**

Understandings

1. Teachers should fully understand the impact that indiscreet remarks, public demeaning, and revelations of private information may have on the personality and adjustment of a student.

Skills

1. Teachers should be able to state positions on the following questions:

Is a well-adjusted person one who can function effectively without infringing on the rights of others?

Should a teacher demand a student take a position in class on a topic that will expose personal preferences or values?

Is the demand for verbal participation a violation of the right of privacy? What are the adjustment considerations?

Does role playing or writing a position paper provide alternatives to the forced taking of position in class?

C. **Dissent**

Understandings

1. Teachers should discuss and attain some understanding regarding these questions:

What are the correlates between deviation and dissent?

What happens to an individual who is continuously forced to repress his dissent? Who develops a life style of perpetual dissent?

Skills

1. Teachers should be able to distinguish with some degree of adequacy the difference between dissent offered as a matter of personal concern and dissent for the sake of dissent.

D. Equal Opportunity

Understandings

1. Teachers should have the opportunity to explore the wide-ranging effects of unequal opportunity (employment, housing, education) on the personality and adjustment.

Activities

1. See the film "Eye of a Storm." If not available, the instructor can refer to the teacher who conducted a unit on prejudice. She said that blue-eyed children are better than brown-eyed children and the students treated each other accordingly. The teacher then reversed the situation by saying she had made a mistake and the brown-eyed children were better than blue-eyed children.

   The point of the experience was to teach the children that all have prejudice. It also portrayed how people act out their prejudices and what this does to them and to the person toward whom prejudice is directed. A similar kind of experience could be set up in an educational psychology class.

2. Provide a classroom atmosphere which will permit students to work toward increased responsibility. This might involve not taking roll, permitting students to use resources in answering test questions which have not been presented by the professor or the text, or altering the course structure in keeping with the consensus of the class, especially when it can be fitted in with the overall objectives of the course.

3. Portray the concept of equal opportunity and its effect on personality and adjustment through such simple games as monopoly or checkers, where students have unequal conditions or rules applied. The game black and white in "Psychology Today" is excellent. *

The Classroom as a Group or Unit - Human rights understandings and skills the prospective teacher should have.

A. Freedom of Expression

Understandings

1. Explore the effects that enquiry and reasonable freedom of expression may have on the unity of a class.

2. Discuss the nature of unity that comes through conformity as contrasted with unity resulting from conflict resolution.

Skills

1. The teacher should be able to distinguish between classroom unity that is conforming and passive in nature and that evolving through free discussion and inquiry.

B. Privacy

Understandings

1. Teachers may devote some time to the consideration of the following questions:

Is the right to privacy violated through rigid requirements which may culminate in class unity?

What are the implications of sociograms for classroom unity? Privacy?

C. Dissent

Understandings

1. The class should discuss the role of dissent in dividing a class, uniting a class. Under what conditions should dissent be repressed for the sake of unity?

2. Does the absence of dissent always reflect unanimity?

Activity

1. The class is given a highly relevant topic to discuss and asked to be aware of what happens (in terms of group process). After the topic has been discussed for five to ten minutes, there are usually one or two persons in each group who disagree with the position taken by the majority of the group. The group deviates will be sanctioned by the group and pressure will be applied to conform to the group norm. The class can discuss why they try to get everyone to agree. The dissidents should discuss the effect of group pressure on them.

D. Equal Opportunity

Understandings

1. The class should discuss how different groups and individuals may interpret equal opportunity--discuss how varied perceptions of access to equal opportunity may obstruct class unity.

2. Determine the racial, cultural, and ethnic factors which may interfere with classroom unity.

3. Discuss what may be the relationship of subgroups to perceptions of unequal opportunity.

4. Study how perceptions of unequal opportunities for leadership, honors, or activity participation may interfere with the unity of the class or school.

Skills

1. The teacher should be able to recognize areas of inequality that may pertain to members of a minority group.

2. The teacher should be able to create a set of circumstances that allows for maximum equal opportunity for a given group.

Roles of the Teacher and Student - Human rights understandings and skills the prospective teacher should have.

A. Freedom of Expression

Understandings

1. Discuss the roles of the teacher and students in group dynamics.

2. Study ways students can encourage each other in free discussion--refraining from ridicule, demeaning, etc.

Skills

1. The teacher should have skill in the appropriate use of questions.

2. The teacher should be skilled in the processes of group dynamics.

Activity

1. To enhance student learning concomitantly with human rights, encourage students to voice their questions, reactions, and disagreements in class. A statement to this effect is usually insufficient. Reward the first student's efforts to emphasize your commitment to this position. If necessary, plant a student comment or statement.

B. Due Process

Skills

1. The teacher and students should be able to suspend judgment until the facts are known.

C. Privacy

Skills

1. Both the teacher and student should be able to recognize rumor and gossip and respond to them accordingly.

2. The teacher should show proper respect for the privacy of each student and expect that students will accord the same respect to each other.

D. Dissent

Skills

1. The teacher should be tolerant of reasonable disagreement or dissent.

2. Students should use dissent honestly, conscientiously, and without subterfuge.

E. Equal Opportunity

Activities

1. Faith of the professor in himself and in his students is vital. Professors should make careful preparations for each class and make every effort to assist each student to be successful. Emphasis should be placed on ways to succeed, rather than ways to fail. A popular professor elicits from his students ways by which they think he can improve his classroom effectiveness.

2. Without sacrificing the goal of achieving realistically high scholarship, the professor should seek to use teaching techniques which enhance rather than deter the learning process. Too often professors are tempted to heed an old Chinese proverb: "One who is fully understood, cannot be fully respected."

3. At the first meeting of the class in educational psychology, the instructor might explore with the class their expectations regarding the role of the instructor and the role of the student. It should be emphasized that the primary consideration is the right of the student and the teacher to learn. This supersedes so-called teacher rights.

*Can be ordered from:
Psychology Today
P. O. Box 700
Del Mar, California 92014

Section 5

INCORPORATING HUMAN RIGHTS IN A BASIC GRADUATE COURSE IN SECONDARY EDUCATION

This course is normally taken by teachers, guidance workers, and school administrators enrolled in the graduate programs in secondary education, secondary administration, and other areas at the University of Oklahoma. Thirty persons, mostly secondary teachers and secondary principals, enrolled in the course during the second semester of the 1970-71 school year.

The students were informed at the first session of the course that an experimental approach would be used which would be substantially different from that normally utilized. While previous classes had briefly spent time on exploring American political values and human rights in the school, the concept of equality of educational opportunity, and implications of the desegregation process for curriculum improvement, this class would experimentally explore and analyze more deeply the political and moral values and human rights identified in the Phi Delta Kappa Statement on Human Rights in Education and the implications which they have for individual educator behavior and teaching and curriculum improvement.

The purposes of the course were thus altered to include significant attention to this dimension of instructional and curriculum change and improvement. The other objectives of the course were changed to permit this addition but these other objectives were, as usual, developed in part by class dialogue which identified problems of concern to these educators.

The first major session was spent in providing the students with the chance to identify in small groups the major moral and political values on which this society places high priority. The class had difficulty with this problem but was able not only to identify some of the major values in the Phi Delta Kappa Statement but many other highly questionable values as well. Small groups were then given the task of identifying the major human rights which people supposedly enjoy in this nation. Many groups had difficulty in clearly identifying and stating these rights and it became apparent that most of them had had little opportunity previously to discuss or to engage in dialogue about them. Further large group discussion did, however, identify eight of the rights set forth in the Phi Delta Kappa Statement. The class at this point had received no handouts or materials related to the subject and had not been subjected to either formal or informal lecture.

The next major step was the formulation of a statement by each student of what each human right meant to him. In other words, a written description of the right was produced. From this point the class, working in small groups, identified individual teacher or administrator behaviors or practices and public school policies or practices which demonstrate a belief in or a commitment to a specific right. Each group took specific rights and worked in this manner with them.

Then the class began to identify behaviors or practices in the school which apparently violate these rights. Group work was exceptionally productive in this task.

The concept of rights exercised with responsibility provoked the greatest argumentation and dialogue. Many students found difficulty in reconciling student responsibility and the school's responsibility for controlling undesirable student behavior.

The subject of teacher rights and the degree to which they are disregarded in our schools was the next target of discussion for the class, and the idea of teachers teaching rights to students when they were unconcerned about their own was a matter of deep concern.

At this stage the Phi Delta Kappa Statement on Human Rights in Education and a statement entitled "A Rationale for Human Rights in Education" was distributed to the class along with the publication of the Oklahoma Curriculum Commission entitled "The Teacher and Improved Human Relations in the School."

The human right of equality of opportunity was next analyzed in detail in terms of its implications for teaching and curriculum improvement in the secondary school. Integral to this problem was the matter of school desegregation and the difficulties associated with real integration and curricular adaptation designed to provide genuine equality of educational opportunity for all students. Institutionalized racism and educator behaviors were identified as major obstacles to the achievement of this goal and practices were identified in discussion and small group work.

Three papers were produced by the members of the class from the problems identified below:

1. The major implications of these values and human rights for curriculum and teaching improvement.

2. How I propose to handle the question of relevance in my teaching in the secondary school.

3. Practices and policies in our school which appear to contribute negatively to a real equality of educational opportunity for students.

4. What does it mean to be an effective democratic teacher?

Some excellent papers were produced by many members of the class on the subjects listed above. The degree to which members of a class alter or change their attitudes or behaviors is difficult for an instructor to determine. There are signs, however, which serve as indicators of change. The eagerness of most class members to deal with the matters identified in this paper, their generally contributive written work, their deep involvement with the issues and problems generated through free discussion and dialogue, and the widespread feeling of frustration regarding the degree to which our schools and colleges show but little commitment to the basic values and rights to which society gives lip service indicated the necessity for incorporating this element of instruction into the basic content and objectives of this course. In addition, the feeling of many of these people that most of them had to wait this long in their careers before having the opportunity to explore and develop understanding of these matters was impressive.

Resource persons utilized in the class included members of the University of Oklahoma Consultative Center for Equal Educational Opportunity and others. The problems associated with school desegregation and equal educational opportunity with which this staff deals in the public schools accented the handicap imposed by negative attitudes and behaviors of public school educators regarding human rights. The quality of the small group work, large group discussions and debate, and individual oral contributions were the most significant processes in achieving deep interest and involvement.

Involvement of the class in dialogue, discussion, and activity on values and human rights without first using handout materials was contributive. Since 1971 the course has included the emphasis identified here. Excerpts from some student papers on implications of human rights concerns for curriculum and teaching improvement follow:

Excerpts from Student Papers: Graduate Course in Secondary Curriculum and Instruction

Student A - Teachers need to be chosen as much for their concern for human rights and human dignity as for their knowledge of subject matter.

In the school system, a structure of checks and balances is needed. At any point along the system, there should be adequate means for bringing about necessary and meaningful changes. One way to do this would be to establish a human rights committee functioning at the school system level with representatives of all the sectors of the school system. The school board, the superintendent's office, the principal's office, the teachers, the students, the parents--all would be represented. The committee would not only receive and act on complaints, it would also recommend programs, develop awards and commendations, and in every way try to ensure that every person is given equal consideration by the schools.

A commitment to human rights and human relations means practically that any teaching method which is either negative or neutral to a basic concept of human rights should be considered suspect. For instance, the lecture method of teaching, while it might be a most effective way of disseminating information, probably should be discarded in most cases for a teaching method which better promotes democratic principles surrounding human rights. A curriculum committee might well seek to find ways to root courses in process or problem-solving methods of teaching. Courses of this nature would better ensure a maximum participation on the part of the individual student.

Still another area where curriculum planners must be active is in helping to break down old stereotypes and generalizations which keep people from understanding one another. This means that a curriculum committee should review all textbook and related teaching aids to insure that the schools are not inadvertently teaching bigoted or prejudiced material. Effort should be made to integrate into all instructional material ideas which stress the human dignity and equality of all people. It may be that particular courses in minority concerns would be helpful in this matter.

Curriculum planning should include at all levels a concern for the affective dimension of learning. Most failure comes about because schools do not adequately cope with emotional problems. Opportunities should be given within the structure to talk about hostility, indifference, anger, fear, hurt, hatred, prejudice. Curriculum planners should include this dimension of education in their planning.

As with curriculum, the implications for teachers and teaching are equally sweeping. The first move which a teacher must make is to come to really know and understand himself in relation to these human rights issues. There is no way that a teacher can be a very effective teacher in the area of human rights until he has come to know himself, and until he has come to better understand this issue.

The teacher could also become more of a resource person and less of a central authority. He could have more group participation, stressing the principle of cooperation rather than the principle of competition. The teacher could make a real effort to make each student a success at something in the classroom.

Student B - The first major implication of the concern for human rights and relations to improve curriculum and teaching instruction is the development of an awareness and concerned responsibility within the community and among parents, educators, and students to value equality of opportunity for each and every individual student regardless of cultural, ethnic, or economic background, and to recognize each human being as one of dignity and worth. To establish an atmosphere where these conditions will be present the following programs are essential ingredients:

(a) a guidance program in which various groups of diverse backgrounds participate as one group to undertake a project that is meaningful to all. This can create a situation in which people will become so actively involved that they forget their individual opinions and prejudices and work harmoniously together;

(b) a second program of activities in subject areas such as language arts and social studies. Teachers may avail themselves of opportunities to emphasize similarities among all people regardless of their heritage to help develop an understanding and appreciation within their students of people who are different from themselves;

(c) knowing that the best teaching of understanding, solicitude, and appreciation of other human beings is by example, teachers will commit themselves to improving their own behaviors in human relations by participation in in-service activities, faculty seminars, and community workshops which have as their goals the exploration of human relations problems and the development of procedures to accomplish good human relations;

(d) the fourth major implication of human rights and relations concerns which will contribute to the improvement of curriculum and teaching is to include the study of law and justice as guaranteed by legally established rights. The central human rights that concern the administration of justice are due process, equal protection under the law, freedom from self-incrimination, and trial by a jury of actual peers.

The last major implication for improvement in the curriculum accents the human rights that deal with one's own personal freedom of expression, privacy, security of person and property, and the right to disagree, differ, or dissent. The rights to privacy and security of person and property are the basis for our freedom in our American democratic society. The institution's behavior will regard a person's privacy as ultimate in that student records will be confidential,as will communications between counselor and student or teacher and student. A pupil or his property will not be threatened, confiscated, assaulted, or punished without due cause as previously established in written and published regulations.

An individual will be allowed and encouraged to express his disagreements or dissenting opinions in an orderly fashion without fear of underhanded punishment,such as lowering of academic grades, being disqualified for awards and scholarships, or being crowded out of special curricula. Thus, in conclusion, the implication of these rights is a higher regard for one's individual expressions, convictions, person, and property.

Student C - Each teacher must exemplify behaviors which indicate a commitment to human rights.

Primarily, such teacher actions relate to activities within the classroom although they by no means end there. Before a teacher can truly make a commitment to human rights, he will have to undergo a rigorous self-evaluation. The classroom is no place for prejudice and bias. Each teacher must examine his own commitment to the political, moral, and ethical value structure of the American democratic society, and then determine his own willingness to assume responsibility in making democracy work through individual involvement.

If you are an effective, democratic teacher, you must be concerned with the needs, interests, and abilities of the students. You must be concerned with the worth and dignity of all individuals involved in order to assist them in achieving their goals. You must push aside your own prejudices and biases and attempt to see each student as an individual.

To understand the children involved the teacher must make a commitment to learn about social, economic, and cultural differences and distinctions in our society. Each child comes from a different background, equipped with a great diversity of experiences. These experiences affect his behavior and attitudes in school. In order to effectively deal with children, each child must be recognized as an individual.

An effective, democratic teacher must provide an opportunity for educational experiences that are meaningful to all students. Students should have an opportunity to follow specific interests as they relate to the curriculum. Students should be given responsibility in the development of course content as a means of attempting to make the curriculum more meaningful to their needs and interests.

An effective, democratic teacher should allow students to participate in making decisions regarding classroom policies and procedures. Once such policies have been discussed and agreed upon, they should be written so they may be referred to when necessary. Once standards have been established they should not be changed in midstream. Student actions should not be curbed because of personality or expediency but rather because of principle involved.

Section 6

A HUMAN RIGHTS UNIT IN TEACHER EDUCATION

The following unit was developed and used by Northeastern State College, Oklahoma. It is a human relations-rights unit which could, with some modification, be used in part or in whole at several points in the teacher education sequence.

Rationale

The purpose of the unit on human relations-human rights is to provide learning experiences through which prospective teachers will obtain insight concerning human relations problems in American education and awareness and information regarding the exercise or denial of basic American human rights. In addition to an understanding and awareness of the problem, emphasis will be placed on strategies, techniques, and procedures to deal with such problems in public schools. The unit will stress both the cognitive and affective domains of learning experiences and in addition to awareness sessions, will utilize resource people, materials, simulation activities, and small and large group involvement.

Introduction

In introducing the unit on human rights to prospective teachers, the instructor might ask his students what societal indications show that a problem exists in the area of human rights. He would perhaps receive some of the following indications that such a problem does in fact exist:

1. Human rights are often denied because of majority rule or economic inequality.

2. Individuals are denied equal opportunity in decision making and effecting changes due to economic inequality.

3. Values which are often contradictory have equal cultural support; for example, property rights and individual rights.

4. Indians are often unable to penetrate the mainstream of society due to their basic traditional values as opposed to those of the larger society. There is a cultural clash when Indians are relocated from reservations to cities.

5. The polarization of views along political and/or religious lines.

6. Student unrest is manifested in demonstrations, seizure of buildings, behavior problems in the classroom, and disruption of democratic processes.

7. Intolerance regarding students appears in relation to mode of dress, mode of living, philosophy, etc.

8. There may be student rebellion against power figures such as classroom teachers, school principals, etc.

9. There is frequent loss of faith in the democratic process.

10. There are conflicts over individual and/or minority rights as opposed to majority rights.

The instructor also might introduce the unit on human rights by inquiring about indications of human rights problems in education. Students might raise some of these questions or problems as indications:

1. Teachers in general seem unsure of answers to such questions as:

    a. Does the student have basic human rights which he loses when he enters the school?

    b. Does the teacher have the right to search the student's locker, lunch box, etc?

    c. What is considered to be a reasonable invasion of personal property by school authorities?

    d. What is not an unreasonable use of authority? (Are there times and places when autocratic decisions are necessary and preferred over democratic processes? If so, under what conditions?)

    e. What guidelines have been developed by school personnel which define human rights such as search and seizure?

2. Attitudinally the teacher frequently does not perceive the student as having certain basic human rights. The absence of this perception has implications for the student's own personal sense of significance and identify.

3. Conflict frequently occurs over the matter of freedom of speech and assembly within the student body and faculty.

4. Conflict frequently occurs over the selection of speakers by college students.

5. The right to dissent is often not present in the public school system.

6. Teachers and students are frequently apprehensive over the discussion of controversial issues.

7. The public school student, although compelled to attend school, is frequently denied the right of a relevant education or an education related to his own personal values.

8. Textbooks and materials frequently are biased in their presentation of the history, contributions, and problems of minority groups.

9. Classroom teaching methods are frequently not a vocalization of individual student rights; for example, if a teacher uses a directive approach, the student is frequently denied the right of expression, dissent, etc. Additionally, if the institution or the teacher groups homogeneously, the student is denied the right of freedom of assembly. And in those cases where the teacher may be limited in skills such as questioning, individual students may be denied the right of equal educational opportunity.

10. Student unrest is frequently a manifestation of dissatisfaction with the educational process and has implications for student rights. Thus students are placed in a position of demanding the following rights:

    a. Not to have to take required courses.

    b. To come and go as they please (no dorm hours for college students).

    c. To be heard by the administration.

    d. To be treated with dignity (no corporal punishment).

    e. To enjoy privacy (no grades published).

    f. To dress as they choose.

11. The failure of teachers to allow discussion of controversial issues because they are uncomfortable, unknowledgeable, and/or inhibited by an administrative directive.

12. Conflicts may occur between authority figures and students, between individuals and/or groups, between individuality and reasonable limitations.

Students might also be asked to help identify some of the factors that may contribute to the societal and educational problems which they have already identified. The factors might include some of these:

1. A competitive economic system which allows unemployment and hinders self respect.
2. A lack of skill in resolving conflicts occurring in a pluralistic society.
3. Insensitivity to difference.
4. A lack of skill in resolving conflicts between individual rights, majority rights, and minority rights.
5. Insufficient understanding of cultural and value differences within a pluralistic society.
6. An incomplete understanding of the relationships between basic human rights and the democratic process.
7. An inadequate conceptual framework for resolving value and rights conflicts.
8. Ignorance.
9. Limited agreement on what human rights are.
10. Complacency.
11. Disillusionment.
12. Apathy.
13. Polarization.
14. Fear of bucking the system.
15. Rumor (regarding faculty in particular).
16. No opportunity to examine frames of reference.

17. Allowing non-qualified students to graduate from higher education institutions to become teachers.

18. Understanding the facts but refusing to change prejudices or actions.

19. Ignoring problems until they are out of hand and communication channels closed.

20. Policies and practices which seem to be for the good of the group but which actually infringe on the rights of others.

Specific Objectives

To develop understanding of and commitment to the following facts:

1. The worth and dignity of the individual is fundamental.

2. Government of laws not men. No individual or group is above the law. The individual is responsible for obeying the law and must be responsible to remain free.

3. The law grows out of, and therefore reflects , the ethics and morality of society.

4. The federal constitution and statutes and decisions by the Supreme Court are the law of the land.

5. American citizens are guaranteed freedom of religion, speech, and the press, and the other rights identified in the Bill of Rights.

6. In stating a position and defending it on the basis of fact, responsible scholarship is necessary.

7. Men must have a willingness to listen to others and an understanding that they have the right to positions which may differ.

8. Decision must be made on the basis of consideration of the balance between the rights of the individuals and the interests of an ordered society.

Unit Outline

The Background of American Human-Civil Rights

1. Basic Western human rights documents.

2. Historical base for human rights in American education.

   a. Ideas that triggered the American Revolution.

   b. Origin of American public education.

      (1). Declaration of Independence.

      (2). Rights in colonial America.

      (3). Federal Constitution:
      Article I, Sections 8, 9, 10
      Article IV, Section 4
      1st Amendment
      10th Amendment
      14th Amendment

Implications for American Education

1. Civil Rights Act of 1964.

2. Option rights.

3. Welfare rights.

4. Conflicts between rights.

5. Classroom practices by teachers which disregard the student's human rights.

6. Institutional behaviors which violate human rights.

7. Administrative practices which violate human rights.

8. The nature of institutional racism and consequences for minority and individual rights.

9. Curriculum and co-curriculum content and activities which violate human rights.

Strategies, Procedures, and Techniques for Reducing Conflict Regarding Human Rights

1. Legal aspects of student, teacher, administrator, and institutional rights.

2. Teacher, student, administrator, and institutional behaviors which emphasize and reinforce positive basic human rights.

3. Evaluating behaviors to enhance human rights.

4. Recognizing inconsistencies between words and deeds.

5. Examining one's own system in light of basic values fundamental to democratic society.

6. Experiences and resources which provide comprehension of human rights.

7. Devising and revising curriculum and co-curriculum.

The Teacher and Human Relations Involvement

1. The concept of equal educational opportunity.

2. Major areas of tension and conflict in American society.

    a. Stereotyping.

    b. Namecalling.

    c. Anatomy of prejudice.

    d. Attitudes and behavior of negative human relations.

    e. Sociological and anthropological bases for educational conflicts.

    f. Communication and its relevance to inter-group and intra-group personal behavior.

3. Evaluation, testing, and measurements to promote human rights.

4. The role of the school in equalizing opportunity for all students.

    a. Teacher's role.

    b. Student's role.

    c. Administrator's role.

5. In-service programs to promote human relations rights.

Resource Materials to Be Used in Unit

Many of the basic materials used in this unit are found in this Guide. Many other useful materials, including human rights situations or cases, can be prepared for teacher use or for distribution by the instructor. Other materials in this area of concern are commonly found in the daily press, professional or general periodicals or journals, and other common sources.

Section 7

PRESERVICE WORKSHOP FORMATS DEVELOPED AND USED BY PARTICIPATING INSTITUTIONS

Exploring Human Rights Through the Use of the Critical Incident Teaching Technique

In the fall semester of the school year 1971-72, the elementary education student teachers at the University of Oklahoma were engaged in a student-teacher seminar immediately following their student teaching experience. A major part of the seminar was devoted to an exploration of the relationship of human rights and the professional classroom teacher. What follows is a description of those sessions.

Approximately ninety elementary student teachers participated in the three-day seminar. Two afternoon sessions were planned specifically for student teachers to present and discuss incidents from their student teaching experience that were critical in recognizing and fostering an awareness of human rights both in and out of the classroom. In preliminary preparation for these sessions, university supervisors had visited student teachers in their schools prior to the opening day of the seminar. The supervisors asked student teachers to review their student teaching logs and select at least two incidents pertaining to human rights. The student teachers were asked to prepare a brief written description of the situation providing enough detail that a group of four or five participants could role-play the incident.

Student teachers were assigned to one of three groups with their university supervisors acting as group facilitators. A consultant with expertise in human rights also joined each group. Each of the three groups of approximately thirty student teachers was assigned a separate room where all participants were seated at tables arranged in a horseshoe shape, maximizing space for role playing.

A copy of the Human Rights Creed in Education Preamble, which was developed by the Phi Delta Kappa Commission on Education and Human Rights and Responsibilities, was given to each participant as an analytical guide and an aid in setting boundaries for discussion.

The group facilitators opened the session by explaining the activities that would ensue. It was felt that the viewing of the film, Critical Incidents in Human Relations, would provide examples of critical incidents in human rights and human relations, as well as stimulate interest. The film consisted of a series of open-ended episodes involving conflict in the perception of human rights and the establishment of good human relations. The several incidents, each involving a common student-teacher problem, directed questions to student teachers that were designed to elicit a variety of responses. In this session, however, the critical incidents presented in the film were used only as models to aid the participants in planning the role plays that would follow.

Following the film, the group facilitators invited the participants to suggest a way of categorizing their selected incidents. The following human interaction categories were presented:

1. Pupil-pupil.
2. Pupil-teacher.
3. Parent-teacher.
4. Administrator-teacher.
5. Cooperating teacher-student teacher.

The participants decided that all the incidents they had selected to role play from their student teaching experience would fall within at least one of the categories. The categorization of incidents was deemed necessary in order that a variety of types of human rights and human interaction problems could be explored within the time limit.

Simultaneously with this activity, the group consultant met with four participants to plan the first role play. The incident they selected was a pupil-teacher interaction problem involving the issue of a student's right of due process. The incident was this:

> In a fourth grade classroom, Pam had just been accused by Diane of taking a quarter from Diane's desk. The accusations and defense continued for some time, demanding the attention of the whole class as well as the teacher, Mrs. Walker, who had been working at her desk. The emotional climate intensified as each girl called upon witnesses to substantiate claims. Mrs. Walker intervened at this point by standing at her desk, then walking to the front of the room. Recognizing this gesture as a call for their immediate attention, the students anticipated a quick solution to the conflict. Mrs. Walker would resolve the dilemma. But how?

Discussion of the incident began almost immediately with questions and comments such as:

> "It's just a quarter! I'd just give the girl a quarter out of my pocket and forget it!"
>
> "You know, teachers can solve some of their classroom problems, but this is one for the principal."
>
> "I think the two girls should be sent out in the hall or to another room to work the problem out by themselves."
>
> "I wonder what would have happened if Mrs. Walker had not intervened in the discussion?"
>
> "Would Mrs. Walker have the right to search Pam or her desk or purse?"

Basic human rights of due process (innocent until proven guilty), equal protection under the law, freedom from self-incrimination, to security of persons and property, and to a trial by jury of actual peers were the reference points around which the discussion continued. The role of the group facilitators was to keep the discussion within the human rights framework. Participant interaction was of such a nature that the individual perceptions of basic human rights were presented, argued, and disussed. That elementary school students possessed basic human rights was a central theme in this incident and was the major focus for group consensus.

Planning the role plays of other incidents consumed the remaining time in session one. Each of the three main groups was divided into groups of five, with each subgroup planning a role play incident of a different category of human interaction. Examples of such incidents presented and discussed at the second session were as follows:

> a. An irate parent, Mr. Green, called the school inquiring about a scratch on his son's neck, allegedly inflicted by the student teacher, Miss Stone. The student teacher was called to the telephone to talk to the parent. She immediately told Mr. Green that she was absent the day the incident occurred and suggested that he see the cooperating teacher or the principal. Convinced that he was being given the run-around, Mr. Green began a lengthy diatribe aimed at Miss Stone and other school personnel. How should Miss Stone respond?

b. Something Mike had was certainly receiving an unusual amount of attention this morning. Mrs. Adams was curious, then suspicious when the boys would not allow the girls to see. Mrs. Adams walked over to the group and inquired as to the object of the group's fascination. Refusing to betray their friend, the boys did not answer. After a period of silence, Mrs. Adams directed her questions to Mike. When he did not respond to her inquiry the third time, she demanded that he immediately give her the object. With great reluctance, Mike gave Mrs. Adams a pencil with a mid-section which, when pointed downward, depicted a buxom female dressed in black. When the pencil was inverted the girl was stripped of her cover. Mike asked if the pencil would be returned after school. Mrs. Adams promptly informed Mike that it would not be returned at all.

A superficial analysis of the discussions following each of the seven incidents presented warrants some interesting observations. First, and perhaps most obvious, in many instances personal biases precluded an objective analysis of the incident, thus making the achievement of consensus at best a tenuous agreement. This was an expected consequence and was considered to be a valuable concomitant experience. Second, it was readily apparent that many of the participants were little more than vaguely aware of what human rights they possessed, much less how theirs were related to others. Third, translating professed beliefs in basic human rights into daily professional practices was an arduous and frustrating task for this group of novice educators.

Those who participated in the program expressed a strong interest in developing a greater awareness of human rights and concomitant responsibilities, as well as improving human relations skills. Nearly sixty percent of the participants who evaluated the program believed that their human relations skills had greatly improved as a result of the seminar. Another thirty percent felt they had improved some in this area. Those designing future student-teacher seminars at the University of Oklahoma, plan to expand the human rights-human relations program, believing that educators and the educative process must make a significant contribution toward ensuring human rights for all people.

While various other models for human rights programs could be developed, this one is offered in the hope that other teacher education institutions will become concerned with providing pre-service and in-service opportunities for educators to develop a commitment to the human rights of people everywhere, and exemplify this commitment in their daily behavior.

Three-Session Format Used with Student Teachers - Secondary Education, University of Oklahoma

First Session

Introduction - Associate Professor of Education

Focus on Objectives - "

"Telling It Like It Is About Human Rights" - Four students, Northeast High School, Oklahoma City

Moderator - Field Consultant, Consultative Center for Equal Educational Opportunity, University of Oklahoma

"Telling It Like I've Seen It About Human Rights" - Educational Consultant from social action agency

Large Group Interaction

Small Group Dialogue

Adjournment

Second Session

Presiding - Assistant Director, Consultative Center for Equal Educational Opportunity, University of Oklahoma

"Uptight About Rights" (Exploration of prospective teachers feelings and attitudes about human rights.) - Panel - four University of Oklahoma student teachers

"Rights of Which We Should Be Uptight" - Associate Professor of Education

Your Right to Be Heard - Small Group Interaction

Adjournment

Third Session

Presiding - Director, Student Teaching

Film "Black-White Uptight"

Panel - Human Rights: Implications for Teacher Behaviors, School Practices and the Curriculum

Putting It All Together - Small Group Interaction

PART V

STRATEGIES FOR INVOLVEMENT IN HUMAN RIGHTS PROGRAMS WITH PUBLIC SCHOOL SYSTEMS

Section 1 - In-Service Education of Teachers: A Joint Responsibility

Section 2 - Suggested Objectives, Content, and Format for Workshop and Seminars

Section 3 - Human Rights of Participating Institutions Involving Public Schools

Section 1

IN-SERVICE EDUCATION OF TEACHERS: A JOINT RESPONSIBILITY

A high percentage of teacher education institutions in the nation provide programs leading to graduate degrees in the various areas of professional education and other fields. Most of these programs are chiefly available through regular classes, seminars, or other organized experiences on the campus of the teacher education institutions and the enrollees are generally teachers, counselors, or school administrators in the public schools and institutions of higher learning. Many of these institutions provide extension services.

Many of the more service-oriented teacher education schools have also been collaborating for years with certain public school systems in the provision of workshops, seminars, conferences, and occasionally specific courses taught for members of the faculty of the specific local school or school system. This type of educational service provided by the teacher education institution to the local school system can usually be planned jointly, staffed jointly, and directed at the uniquely significant problems identified by the local school system.

Developing procedures by which the college can help solve difficult problems which face the local school system is a matter in which most teacher education institutions have not been successful. Part of the difficulty lies in the fact that the local school is often not aware of the contributions which the college or university can make to them, and this difficulty is often multiplied by the failure of the teacher education institution to involve the local schools and communities in efforts at improving the quality of the teacher education programs. Figure 2 in the appendix suggests an approach for the involvement of the public schools and other agencies in activities calculated to improve the teacher education programs.

Deep involvement of teacher education faculty members in the programs and activities of the public school should be the basis for eventually improving the quality of the contributions of these faculty members and of the teacher education institution to the public school itself. Obviously, the relevance of institutional efforts in the college should be vastly increased by this involvement.

Most professional educators in the public schools were the doubtful beneficiaries of teacher education programs which provided them with little or no opportunity to relate basic American political and moral values and human rights to the educational process. This means that if the schools are to deal effectively with the problems occasioned by school desegregation, the more difficult problems associated with integration in the schools, and the problems relating to improving the behaviors and practices of school personnel and schools, then a monumentally difficult task of in-service education remains. The teacher education institution can no longer shirk the responsibility for providing effective assistance as this obligation is faced.

Unfortunately, many college and universities are not now able to provide the resources needed by public schools in meeting this need. Teacher education institutions need to assess their own staff capabilities and resources in an attempt to identify individuals and resources which are potentially contributive insofar as assistance to the public schools is concerned. Following this, the institution must determine if these resources can be made available to the public schools under conditions which are acceptable to the latter. It appears that these efforts are needed if the appropriate collaboration is to occur between the teacher education institution and the public schools.

It is assumed that the consultants identified and provided by the teacher education institution to the public school will be familiar with the assortment of problems in the human relations and human rights area in the school, and will possess skills and abilities which will permit them to plan and work effectively on these matters with public school personnel.

Some Approaches

Education of teachers needs to aim at increasing their awareness and sensitivity to practices in the educational institution in which they work that deny or violate some of their own rights. They can then, hopefully, look at their own classroom practices that may deny or violate the rights of their pupils.

Public school administrators and teachers are not likely to change their rights-connected behaviors or institutional patterns until they develop a deep sense of responsibility for passing on to the next generation these same understandings, sense of responsibility, skills, and commitment. Failure to do this may result in confrontation with students whose rights have been ignored, or infringed on, or altogether denied.

Teachers need to understand more about the value systems that underly the theory and practice of human rights. It is equally important for each one to learn how he (and everyone else) uses his own values as directives in deciding how to behave. Thus, for example, he comes to see that a teacher who places high value on the worth and dignity of a child because he is a human being, treats him with respect, does not deny him the right to learn, or to be different from others in the class, or to express himself in whatever ways are effective for him.

There are many ways for a leader to approach this in-service education task. Personal introspection, dialogue, encounter-group sessions, simulation games and documentary films are useful. These, as well as lectures and discussions led by authorities on the subject, enable teachers to come to grips with the differences in value systems and culture patterns of the many different population groups in American society. They may also help teachers to accept without reservation the fact that the human rights specified in the Federal Constitution and the civil rights enumerated in the Bill of Rights accrue to every citizen when he is born and to aliens when they become citizens of the United States. But the central issue is to have each person internalize within himself the question, what does this value or this human right mean in terms of how I shall behave?

Teachers need whatever information is required to enlist them in efforts to eliminate racism and other forms of prejudice and discrimination that cause some people to interfere with the exercise of rights by minority group people. Especially they must learn to refrain from denying a pupil his rights on the basis of race, religion, ethnic origins, social class, physical handicaps, or age. Legislation followed by court decisions has outlawed most such discrimination. However, more commitment to the democratic way are required before the existing civil rights laws and judicial decisions are fully implemented.

As teachers, during the course of their in-service activities, examine their own practices and attitudes, as well as their own institution's rights-connected behaviors, which inadvertently or deliberately violate the rights of staff, parents, or students, they may find school policies that need to be changed or discarded; restrictive organizational structures that no longer serve good purposes; and course content that should be eliminated in favor of more relevant study of human relations and rights.

In-service education activities, though often aided and directed by college personnel, will be most effective when the public school teachers themselves become involved and participate in developing the content and learning activities to be included. A representative steering or planning committee will be able to decide which of several possible approaches engage the interests of teachers, and enable them to identify and work on their problems.

One approach begins with experiences teachers and their pupils relate. They tell it like it is. They describe what actually happened to them, how they felt and what they did, situations in which conflicts arose over whose right should have highest priority, how race and religion got in the way, the mechanisms that were used to deny individuals their rights, and how conflicts were resolved.

Another approach might be let's get the facts. This involves identifying some frequently used statements made by people in all walks of life in all parts of the country. Among these are:

> A person has to raise himself by his own boot straps.
>
> Anyone who wants to can find a job.
>
> A family on welfare ought not to have TV.
>
> People ought not to try to live where they aren't wanted.
>
> Too much education isn't good for some people.
>
> It would be better to train them to work with their hands.
>
> They should earn their rights, first.
>
> Children should be seen and not heard.
>
> The teacher should paddle pupils who need it because they are 'in loco parentis.'
>
> Lower class people have different values and the school ought not to try to change them.
>
> The school should teach children middle-class values. Isn't that what America is all about?
>
> Blacks have less intelligence than whites.
>
> The public shouldn't be asked to teach some kinds.

In an approach through exploration of attitudes, participants can be led toward self-confrontation by raising questions about how they feel about demonstrations in which minority group students especially have expressed their feelings about how the school is run and made demands for change. Prejudices toward minority groups will be revealed as teachers discuss how those students have shown their frustrations and anger over institutional and teacher denial of their rights. Discussion should also move into how teachers perceive their roles with respect to teaching values, human relations, and human rights.

A values approach opens with an attempt to arrange in a priority order the values participants hold. The list will include personality characteristics, appearance, behavior patterns, social class origins, race, religious affiliations, abilities, legal marriage, cleanliness, private property, wealth and status, security, power and influence. Discussion of the resolution of conflicting values and their places in such a list of priorities can be contributive, can lead to actual experience with the processes of mediation, negotiation, and compromise. Again, prejudices will come to the fore with such questions as:

> What will I do if they move in next door?
>
> Would I let my daughter marry one?
>
> Shouldn't they have to earn their rights?
>
> Why should I pay taxes to support them?
>
> Wouldn't they be better off with their own kind?
>
> If they won't do what the teacher says, let 'em leave.
>
> Why shouldn't they smoke and drink and trip if they want to?
>
> I don't think sandals, blue jeans, long hair, beads, and beards, and mini-mini-skirts ought to be allowed in school.
>
> Why don't they go back where they came from?

In-School Consultative Service by Professors

College professors can help classroom teachers by observing what happens to pupils with respect to their human rights during the course of the day--in classrooms, corridors, cafeterias, and play areas. Observation of denial of rights by institutional procedures, by teachers, or by peers can then be described and discussed in faculty meetings. At the next faculty meeting the consultant can assist the faculty to identify conditions and practices that need to be changed. When the group arrives at a consensus with respect to something on which to begin, he can assist them in making a plan for action. On succeeding visits to the school, he will have opportunities to observe how individuals implement their decision, to support their efforts, and to capitalize on their gains.

During such discussions, the consultant can constantly refer teachers back to the basic democratic rights and values, and to the premises on which these have been formulated and implemented. In case of need, participants may be asked to consult original documents, Supreme Court decisions, legislative acts, and other sources for sociological, psychological, and political information. From time to time the use of relevant films and role playing will be helpful, and so will panels of pupils and parents.

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Section 2

SUGGESTED OBJECTIVES, CONTENT, AND FORMAT FOR WORKSHOP AND SEMINARS

A One-Week (or more) Practicum on Human Relations and Human Rights

Objectives

To provide learning experiences through which prospective teacher participants will get information about the exercise and denial of human rights in American life, and an understanding of why and how classroom teachers must be prepared to deal with this subject in the public schools.

Preliminary Activities

1. Have each participant respond to a short specific questionnaire concerning his belief in the provisions of the Bill of Rights and other human rights identified in the Phi Delta Kappa Statement. The same questionnaire should be readministered on the last day. The objective is to discover and evaluate changes in attitudes, values, and commitments.

2. Have an orientation regarding the general objectives, procedures to be used, nature of content, and daily program.

3. Make a presentation of optional independent learning experiences from among which each participant should choose one on which to work individually or with one or two others. Most of the options are concerned with investigation of denial of rights to a person or a group of people. Choice should be made in the light of the participant's occupational responsibilities, needs, interests, and developmental levels and skills.

Field Work Options (choose one)

1. Determine the amount of money provided for one person's daily food by the local social welfare agency and eat accordingly for the duration of the workshop or course. Document personal experiences, feelings, values, thoughts, commitments that result.

2. Find a family in the most deprived accessible area. Get all possible relevant facts of past and present life, education, employment, social experiences, feelings, values, hopes.

3. Attend one or more hearings or trials in local magistrate and civil rights courts. Observe and document attitudes and treatment, exercise and denial of rights of various participants. Evaluate any decisions reached and verdicts rendered in terms of human rights.

4. Sit in the local unemployment or state employment office. Interview and document attitudes and behaviors toward applicants for jobs who are on various social levels and from various minority groups.

5. Study the previous high school attended or the present college to discover practices of discrimination and attitudes toward females, blacks, other minority racial, religious, or ethnic groups.

6. Study an available public school or the present college to discover instances of denial or exercise of human rights of students and teachers.

7. Visit and interview as many of the following as possible: the personnel director of the local school system, a college, a local business or industry, the owners of several small businesses to find attitudes and practices that show denial of equality of opportunity in employment and promotion to women and/or minority groups.

8. Plan and put on a demonstration or protest meeting.

9. Interview as many 18-year olds as possible to get their attitudes and intentions and possibly assist them in exercising their franchise.

For Participants Who for Some Reason Cannot Engage in Field Work

1. Review an American history textbook and document omissions about minority groups, and evidences of racial and/or religious bias. Supply missing facts or sources from which they can be obtained.

2. Make a collection of songs, poems, stories relevant to the exercise or denial of human rights.

3. Make an annotated card catalog of books and periodical articles on subjects related to human rights in education, in the community, or in the nation.

4. Identify from the professional literature of the past year a set of human rights problems and issues which provoked conflict.

Procedures

Mornings to be devoted to independent learning experiences.

Afternoons--assemble for seminar. In-put (lecture) on some phase of human rights and relations such as the nature and genesis of prejudice; common stereotypes; how people act out their prejudices; discrimination in education, employment, housing, civil rights, and the role of legislation; class and caste and social mobility in American society; value systems and the role of values in decision making.

Progress reports on independent learning experiences, problems, questions, sharing in conversation circles.

Role playing.

Panels: high school or college students--mixed or minority or dominant groups; adults from community--mixed or minority or dominant groups.

Films: Encounter, The Victims, Black-White Uptight, High School, The Eye of the Storm, or choice of visual aids listed in the bibliography of this Guide.

Note: One or more evening meetings could be used for viewing and discussion of the films.

Additional Requirements

During the course of the week, every participant should write about an incident in which conflict arose because someone wanted to change the way something was done to make it more democratic. Tell where it happened, who started it, who else was there, what problems came up, how they were handled, how else they could have been handled.

Analyze your story (in writing) as follows: Did the problems involve dissent, equality, decision making, due process?

Objectives, Content, and Activities for a One - Two-Week Workshop for Teachers and/or Administrators on Human Relations and Human Rights

Objectives

1. To develop a clear perception of human rights and the value systems on which human rights are based.

2. To develop an awareness of the implications of human rights for the total democratic society; the community, the public school, and the student.

3. To develop an awareness of the legality of student rights at the public school level.

4. To develop an awareness of the curriculum and experience needs of students if they are to share productively in the democratic process.

5. To develop an awareness of practices that promote or violate human rights of groups or individuals at the administrative level and at the classroom level.

6. To develop materials and resources which may be of assistance in teaching and exercising human rights.

7. To develop skills in evaluating institutional and individual behavior as it relates to human rights.

8. To develop skills in focusing on basic values when dealing with rights conflicts.

9. To develop commitment.

10. To change attitudes and behaviors.

Information to Be Covered

1. The nature of human rights.

2. The basic values fundamental to a democratic society.

3. The human rights implied by these values.

4. The implication of values and rights for the democratic process

5. Concomitant responsibilities engendered through the exercise of rights.

6. Conflicts between rights and how to resolve them.

7. The positive values of human differences.

8. The nature and causes of student unrest and protest in public schools today.

9. The nature and causes of societal unrest and protest in public schools today.

10. The predicament of the individual if basic human rights are denied by the group or majority.

11. The predicament of the minority group if basic human rights are denied by the group or majority.

12. Some ways rights are frequently denied the individual and the minority group in the larger society.

13. How people act out their preferences, biases, and the complex of negative attitudes called prejudice in the individual's frame of reference.

14. The human rights implications of stereotyping, segregation, grouping, racism.

15. The nature of institutionalized racism and how it adversely affects minority and individual rights.

16. The school's role in preparing students for a democratic society.

17. The legal aspects of student and teacher rights.

18. The kinds of public school institutional behaviors that frequently tend to violate specific student and teacher rights.

19. Public school institutional behaviors that tend to emphasize specific human rights and democratic values.

20. Teacher behaviors that violate specific student rights.

21. Teacher behaviors that emphasize specific human rights and democratic values.

22. Curriculum and co-curricular content and activities which promote human rights.

23. Recognition of institutional and community sanctions which threaten proper emphasis on human rights.

24. The options and alternatives available to participants when circumscribed by given sanctions which threaten proper emphasis on human rights.

25. Ways of involving community groups in teacher education programs.

26. Ways of working with community groups in advancing concern for human rights.

Skills to Be Developed

Skill in

1. Evaluating institutional behaviors which limit and/or enhance specific human rights.

2. Evaluating personal behavior which limits and/or enhances specific human rights.

3. Recognizing and stating specifically the relationships between values, rights, and the democratic processes.

4. Recognizing and resolving conflicts between values and between rights.

5. Examining own value system in light of the basic values fundamental to a democratic society.

6. Recognizing forms of discrimination, prejudice, and racism.

7. Recognizing inconsistencies between words and deeds.

8. Recognizing the school's role in preparing students for a democratic society.

9. Distinguishing between fact and myth, fact and opinion, fact and rumor, fact and propaganda.

10. Stating clearly and specifically the meaning of equal educational opportunity and the implications of human rights in its attainment.

11. Handling controversial issues.

12. Maximizing the positive values of human differences.

13. Devising curriculum to accomplish objectives of human rights.

14. Operating within a framework that permits the freedom of individual rights without jeopardizing the rights of others.

15. Identifying and using experiences and resources which provide for enlarged student comprehension of the meaning and implications of human rights.

16. Providing in-service leadership in the area of human rights at local school.

17. Utilizing student involvement in the establishment of course objectives and activities.

18. Providing alternatives as a base for democratic action, examining consequence, accepting responsibilities.

19. Interpreting results of psychological tests.

20. Determining priorities for instruction.

Activities to Use

1. Have participants engage in one or more activities similar to the activities suggested in Field Work Options listed in suggestions for a one-week practicum.

2. Collect and analyze news articles dealing with student protest and/or unrest.

3. Collect and analyze news articles dealing with select court cases where the issue is a human right.

4. Show films, such as Encounter, Black-White Uptight, High School. Other films on human rights suggested in bibliography of this Guide.

5. Role play simulations, such as High School or Democratic Procedures and other roles which cast participants in minority roles or in positions of experiencing violation of rights.

6. Study and react to case studies (concrete incidents) which demonstrate a variety of ways in which personal freedom can be protected by basic human rights.

7. Read and discuss case histories where rights are in conflict.

8. Conduct interviews or listen to individuals expounding a given view with rights implications.

9. Analyze interviews, speeches for fact and propaganda.

10. Read at least four books or articles listed in bibliography of this Guide.

11. Relate incidents of rights violations--what values were involved?

12. Analyze own community for evidences of violations of rights--adherence to rights.

13. Evaluate educational experiences in which rights have been violated.

14. Study or listen to lectures and discussion of legal implications of human rights within the school.

Behavioral Outcomes

1. Ability to identify at least two basic values of a democratic society and the human rights implied by these values.

2. Ability to develop a clear, concise statement showing the relationship of human rights to the democratic process.

3. Ability to identify, from appropriate case studies, specific human rights that have been violated.

4. Ability to analyze and state the conclusion of a legal opinion dealing with each of the following two student rights: rights of privacy and freedom of speech.

5. Ability to list a minimum of five resources dealing with human rights in education.

6. Ability to plan and implement with students exercises or experiences which convey the concept of human rights and its essentiality to the democratic process.

7. Ability to identify discriminatory practices or privileges which violate the right of an individual or group.

8. Ability to derive from the list of twelve human rights, identified in the Human Rights Creed, five specific incidents or practices which occur in an educational institution or classroom with which he is familiar.

9. Ability to derive from the same list of human rights classroom practices which promote each of them.

10. Using the Guide for analyzing human rights, the participant should be able to evaluate the behavior reflecting a commitment and/or violation of human rights of the department and/or institution by which he is employed.

11. Using the Guide for analyzing human rights the participant should be able to evaluate his own behavior which reflects a commitment to or a violation of human rights.

12. Using information obtained from the human rights workshop, the participant should be able to devise and structure a learning experience for students which vividly conveys the concept of a right and a concomitant responsibility.

13. Given a situation which involves possible conflict between the authority and responsibility of a school principal and the individual freedom of a student to set his/her own clothing and grooming standards, the participant should be able to identify conflicting values, interests, and principles.

14. Given a situation which involves a conflict between the desires of an individual or institution to employ whomever it pleases, and the requirements of an affirmative action plan, participants should be able to describe the values and rights involved in the conflict.

15. The participant should be able to identify the understandings a student will need to participate effectively in the democratic process and the corresponding practices or experiences the school or teacher should provide the student to fulfill such needs.

16. The participant should be able to identify conflicts that may exist between his/her own perceived role as a teacher and the role required to provide the experiences or practices outlined in the behavioral objectives.

In-Service Workshop Formats: Examples of Those Developed and Used by Participating Institutions

1. Five-Day Workshop on Human Rights - sponsored by Northwestern State College, Alva, Oklahoma, and Consultative Center for Equal Educational Opportunity, University of Oklahoma - June 25-29, 1973.

Participants: Public school administrators and teachers from the area the college serves.

Monday - Registration.
Minority ethnic groups in northwest Oklahoma
Teacher Education and Human Rights - A Conceptual Framework

Tuesday - Racism and Sexism in American Culture, Students' Rights in the Classroom

Wednesday - Policies and Practices in Public Schools Which Indicate a Commitment to Human Rights

Policies and Practices in Churches Which Indicate a Commitment to Human Rights

Thursday - Constitutional Basis for Human Rights
Students on Trial (judge, counselors and jury)
Foreman Reports Jury Findings
Comments on Students' Rights and the Law

Friday - Human Rights in Public Schools
Student-Faculty Governance - A Program in Human Rights

Summary and Evaluation

2. Five-Day Workshop on Human Relations and Human Rights for Pre-Service and In-Service Educators - sponsored by Northeastern State College in cooperation with Consultative Center for Equal Educational Opportunity, University of Oklahoma - July 10-14, 1972.

Participants: Administrators and teachers from area served by college.

Monday - Registration
Institutional Racism in Public Education
Questions and Answers - Large Group Reaction

Orientation to Workshop Resource Materials and Division of Participants for Succeeding Small Group Activities

Tuesday - Historical and Philosophical Foundations of Human Rights in American Education
Questions and Answers - Large Group Reaction
Small Group Seminars
Student, Teacher, and Institutional Behaviors Which Violate Desired Human Relations and Basic Human Rights
Questions and Answers - Large Group Reaction
Small Group Seminars

Wednesday - Humanizing the Educational Process
Questions and Answers - Large Group Reaction
Small Group Seminars
Promoting Equal Educational Opportunities: The Adair County Teacher Training Program - Title IV Grant

Thursday - Communication - The Key to Effective Human Interaction
Questions and Answers - Large Group Reaction
General Session Activities in Communication
Small Group Activities

Friday - Small Group Seminars
Education and Human Rights - A Conceptual Framework
Questions and Answers - Large Group Reaction
Adjournment

3. Proposal for Workshop on Human Rights and Student Teaching - prepared by East Central State College, Department of Education and Psychology in cooperation with the Consultative Center for Equal Educational Opportunity, University of Oklahoma

Purpose

The general purpose of the institute is to afford teams from selected school systems the opportunity to explore the theory, philosophy, and practice of human rights.

The institute will also be concerned with the cooperative relationship between college supervisor, cooperating teacher, and student teacher. Issues concerning moral and ethical values and democratic behavior will be examined.

Effective teaching of how to live in our pluralistic democracy, in which implementation of human rights is essential, requires the habit of inquiry into the values out of which the theory and practice of the rights of man evolved. To be adequately equipped for public school work, teachers must know what these values are and understand how the human being uses them as directives in making decisions about how to behave. They must examine their own values and behavior patterns with respect to human rights.

Basic in democracy, in the Judeo-Christian ethic, and in other major religions, is the value of the human person and of life itself. On this is built the whole system of rights designed to enable this individual to realize his potential and to live a satisfying life. These rights belong to each and to all and are not related to differences in race, creed, or ethnic origins. Public school teachers must explore the meaning of this basic value and each must undertake to investigate how much that value influences the day-to-day decisions he makes in dealing with individual pupils and colleagues who differ from himself.

Objectives

The institute should provide an opportunity for participants to develop skill and/or understanding the following areas:

1. Recognizing the school's role in preparing students for a democratic society.

2. Maximizing the positive values of human differences.

3. Devising curriculum to accomplish objectives of human rights.

4. Operating within a framework that permits the freedom of individual rights without jeopardizing the rights of others.

5. Identifying experiences and resources which provide for enlarged student comprehension of the meaning and implications of human rights and responsibilities.

6. Evaluating institutional behaviors which limit and/or enhance specific human rights.

7. Evaluating personal behavior which limit and/or enhance specific human rights.

8. Recognizing and stating specifically the relationships between values, rights, and the democratic process.

9. Recognizing inconsistencies between words and deeds.

10. Recognizing and dealing with conflict between values and rights.

Format

The institute will be handled in an informal fashion. Very little talking to the participants will be done; rather, participants will be working in teams as they explore and make recommendations for their respective situations.

Participants

School districts selected to participate in the institute will elect a team of four people composed of one administrator and three teachers.

In order for a school to qualify, it will be necessary that they agree to send one administrator, one secondary cooperating teacher, one elementary cooperating teacher, and another person of their choice.

Section 3

HUMAN RIGHTS ACTIVITIES OF PARTICIPATING INSTITUTIONS INVOLVING PUBLIC SCHOOLS

Perhaps the most significant aspect of the national Phi Delta Kappa Project on Human Rights in Teacher Education was the involvement of a group of colleges and universities over the nation in developing guidelines for the project and then involving these schools in planned efforts on their campuses for the implementation of activities designed to change their pre-service and in-service programs for educational personnel. These efforts took many different directions and some programs were more significantly changed than others. However, the most contributive outcome was discovering that important activities could be initiated with little cost to the college.

Major Activities

1. Appalachian State University - Held summer workshops in the area of human rights for teacher and administrators from North Carolina

2. Cheyney State College - Developed and held several human rights seminars and workshops for teachers, utilizing special techniques and procedures developed in the institutional graduate teacher education courses and in-service workshops.

3. New Mexico Highlands University - Held summer workshop in 1972 for public school teachers on human rights in the school.

4. Northeastern University - Held workshop in Boston for public school teachers in the area of human rights. Evolved plan for assistance to public schools in crisis intervention situations.

5. San Diego State University - Formed Project Steering Committee of fifteen representatives from San Diego State, San Diego Public Schools, National Conference of Christians and Jews, Phi Delta Kappa, and the community to plan a human rights program, review progress of projects, and evaluate separate projects.

   Held conference on student and teacher rights in education for high school and college students, public school and college teachers, and community representatives. Developed original simulation materials depicting human rights problems of high school students. Assisted in pre-service workshop in human relations for teachers in summer. Began initial planning on a student and teacher human rights handbook.

6. Southern Methodist University - Offered summer workshop on human rights and human relations for educators. Program developed for undergraduate students to observe and participate in inter-city schools prior to student teaching experience.

7. Southern University - The committee was composed of college professionals, college students, and public school professionals.

8. Texas Southern University - Held summer workshops on human rights for teacher education students enrolled in the pre-service programs.

9. University of Miami - Held summer workshops in the area of human rights for supervisors of student teachers in the Dade County public schools. Developed, in collaboration with Dade County public school system, a stimulating and challenging game which can be utilized successfully in teaching human rights concepts.

10. University of Oklahoma - Held a special seminar for elementary teachers based on study of critical incidents illustrating human rights issues and problems in elementary schools.

11. Utah State University - Held seminars for sixty-five prospective social studies teachers who participated in development and evaluation of the mini-course.

12. Wayne State University - Held seminars in human rights education for student teachers and cooperating teachers in the Detroit public schools.

Oklahoma Institutions Collaborating with the Project

The Consultative Center for Equal Educational Opportunity at the University of Oklahoma works chiefly with school districts and professional educators in Oklahoma on problems associated with school desegregation and equal educational opportunity. This center has for several years collaborated with many Oklahoma teacher education institutions in holding workshops for teachers in the area of human relations. The Phi Delta Kappa project held a special seminar for twelve of these Oklahoma institutions in the fall of 1970 to identify major approaches and ideas to improve the human rights practices and behaviors of teacher education institutions. Ten of these colleges and universities agreed to form a consortium of institutions involved in the project. Many of these schools in the following two years instituted contributive and challenging practices in their institutions related to the purposes of the project. Some of these efforts are identified below by institution:

1. Central State University - Held a summer workshop for educators accenting the problem of awareness and skill development in the area of human relations and human dynamics. Videotaped selected classroom teaching situations from which human rights implications for education can be identified.

2. East Central State College - Co-sponsored a unique summer workshop for teams of teachers and administrators from selected school districts in the East Central area. Did follow-up work with these schools. Developed a special program emphasizing human rights and responsibilities and needed related skills for elementary and secondary teachers in a mini-course format.

3. Langston University - Developed and held a one-week workshop for teams of educators from selected school systems in north central Oklahoma which dealt with specific problems related to more effective school integration and other human relations practices in the school.

4. Northeastern State College - Held several effective summer workshops in human relations and human rights with larger attendance than any other held in Oklahoma.

5. Northwestern State College - Developed and held special one-week workshop characterized by a special format.

6. Oklahoma Baptist University - Developed a series of cassette tapes depicting human rights behaviors in the classroom for small group discussion and student teacher seminars. Co-sponsored with the Consultative Center, for the third summer, workshop for teachers and administrators featuring an unusual assortment of resource personnel.

7. Oklahoma State University - Held a special one-week seminar for cooperating teachers and university professors and a one-week workshop on human rights for teachers, administrators, and board members to test a locally developed model.

8. Panhandle State College - Sponsored a summer workshop stressing problems associated with school desegregation and other human relations concerns with special reference to the problem of Mexican-Americans.

9. Southeastern State College - Developed and held one-week workshops in human relations for teachers and administrators.

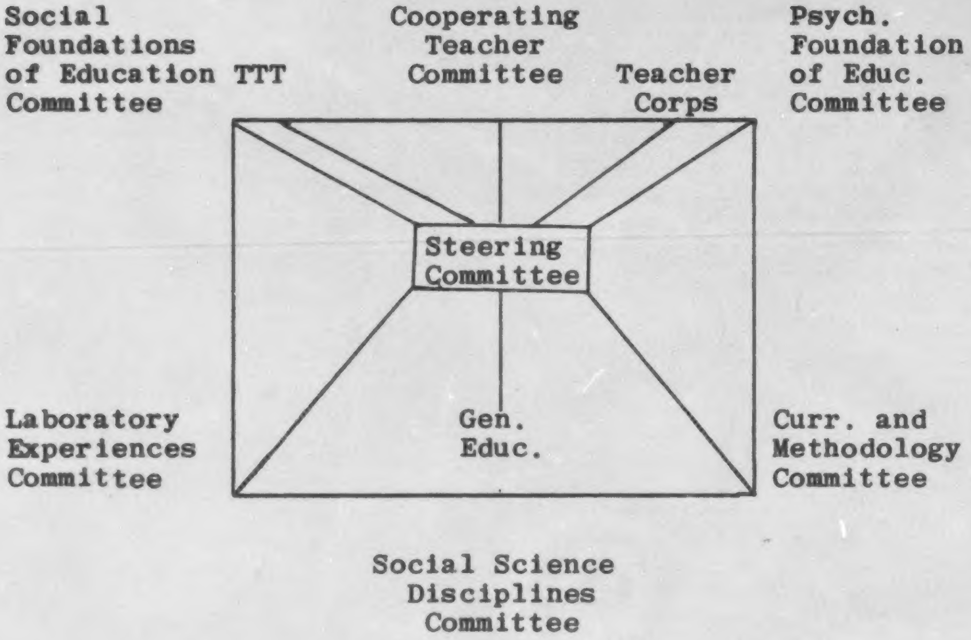
10. Southwestern State College - Sponsored a summer workshop for teachers and administrators stressing problems associated with school desegregation and improving educational opportunities for Indians.

APPENDIXES

Appendix A

Figure 1

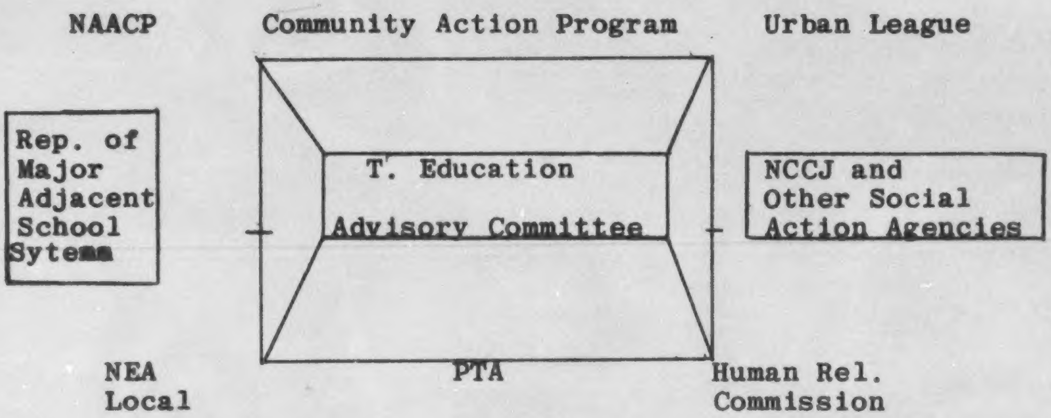
Organization for IN-HOUSE INVOLVEMENT IN TEACHER EDUCATION PROGRAM IMPROVEMENT IN HUMAN RIGHTS


Social Foundations of Education Committee
TTT
Cooperating Teacher Committee
Teacher Corps
Psych. Foundation of Educ. Committee
Steering Committee
Laboratory Experiences Committee
Gen. Educ.
Curr. and Methodology Committee
Social Science Disciplines Committee

Appendix A

Figure 2

Organization Model for INVOLVING COMMUNITY GROUPS IN THE TEACHER EDUCATION PROGRAM


NAACP
Community Action Program
Urban League
Rep. of Major Adjacent School Sytems
T. Education Advisory Committee
NCCJ and Other Social Action Agencies
NEA Local
PTA
Human Rel. Commission

Representatives of each social action and other agency may serve on the Teacher Education Advisory Committee with three representatives from the institution's teacher education program. The purpose of this committee is to provide opportunity for meaningful dialogue with emphasis on input from these organizations regarding considerations which in their judgment would be contributive to improving the quality of teacher education programs.

Appendix B

AN ATTITUDE SCALE TO DETERMINE THE ATTITUDE OF STUDENTS IN TEACHER EDUCATION TOWARD THE HUMAN RIGHTS OF STUDENTS IN PUBLIC SCHOOLS

By

Staff Members of
Appalachian State University

in Cooperation with

Appalachian State University's Teacher
Education Project on Human Rights

A Joint Project by
Appalachian State University and
Phi Delta Kappa Teacher Education
Project on Human Rights

Revised by

Dr. Erwing W. Wadsworth

An Attitude Scale to Determine The Attitude of Students in Teacher Education Toward the Human Rights of Students in Public Schools

Instructions

You are to respond to the following attitude items by noting that you

SA - strongly agree
A - agree
N - have no feeling
D - disagree
SD - strongly disagree

After reading each statement carefully, place a (✓) check mark beside the item under the appropriate symbol.

Example

SA	A	N	D	SD	
	✓				Blacks are as fine as white people

In general follow these definitions of response alternatives:

SA - I almost always agree with this statement; or in all instances, this statement is true.

A - I frequently am in agreement with this statement; or, more often than not, this statement is true.

N - This statement is neither true nor false; or, the evidence indicates that this statement is true about half the time and false about half the time.

D - I frequently am in disagreement with this statement; or, more often than not, this statement is false.

SD - I almost always disagree with this statement; or, in almost all instances, this statement is false.

If you do not have sufficient information to respond, then leave the item BLANK. A BLANK will mean insufficient information. Please try to answer all items.

DO NOT BEGIN UNTIL INSTRUCTED TO DO SO.

SA	A	N	D	SD		Statement
					1.	Because he is human, every student should be treated with respect by his teachers and his individual identity and worth protected.
					2.	A student's privacy must be protected by the school during any interrogation or investigation.
					3.	The student has a right to know the kinds of information that are contained in his cumulative folder.
					4.	The student body should be significantly involved in the formulation and adoption of policies relating to school disciplinary actions.
					5.	Students and teachers should feel free to develop friendly and open relationships that will help supplement classroom instruction.
					6.	Standardized test scores made by students should be divulged only to them or their parents.
					7.	Students should have complete freedom, individually and collectively, to express their views, or dissent, on school policies without fear of reprisal.
					8.	The display of the Black Liberation Flag or the Confederate Flag should be forbidden on school premises.
					9.	Religious holidays, Christmas and Easter, should be discontinued in favor of some other type of time off for students.
					10.	The school librarian should serve as a censor to keep controversial books from library shelves.
					11.	Whenever students speak out or petition for some hearing, they should be given an attentive ear.
					12.	Minority ethnic groups in the school should be insured representation in the student government, as cheerleaders, majorettes, and as class officers in proportion to their ratio in the total school enrollment.

SA	A	N	D	SD		Statement
					13.	It would be wise to keep the number of school rules and regulations to a minimum, as there exists almost a direct relationship between the number of rules adopted by the principal and faculty and the amount of student unrest.
					14.	The students' questioning of the value of long cherished school programs is one of the most promising phenomenon in education today.
					15.	Compulsory school attendance is necessary in our modern, complex society.
					16.	The private views of students expressed in research papers or in answer to controversial open-ended questions should be held in confidence by the teacher.
					17.	Ability grouping is just another form of segregation and demeans those who placed in lower ability groups.
					18.	Student officers should be removed from their offices by the faculty for gross misbehavior, insubordination, or failure to perform their duties.
					19.	Girlie books, sex magazines, and pornographic comic books should be seized on sight and destroyed.
					20.	A student who continues to misbehave, after sufficient warning, should have his grade lowered by the teacher.
					21.	If a derogatory report is placed in a student's file, he should be advised of the report, its content, and the person filing it.
					22.	Students should have the opportunity in school to learn about contraceptives and other birth control measures.
					23.	Counselors should not tape interviews with students without their knowledge or consent.

SA	A	N	D	SD		Statement
					24.	The student who is questioned by school authorities has the right to remain silent and to refuse to answer any question which might incriminate him in any way.
					25.	In all proceedings against him, the student is entitled to counsel and should be advised of his rights to have such counsel.
					26.	Any student accused of an infraction should be advised of those making the complaint and should be apprised of the nature of the testimony to be used against him.
					27.	The faculty alone should have the right to determine the qualifications for student officers and to decide who qualifies.
					28.	The school principal should exercise his authority, if need be, to declare a student election null and void.
					29.	Notes intercepted in class by the teacher should be read and then sent to the office.
					30.	Students should have access to a private telephone at all times.
					31.	No child should be required to inform on his classmates by taking names of those misbehaving when the teacher is out of the room.
					32.	School policies should be printed in the student handbook and distributed to the students without cost on the opening day of school.
					33.	A well-rounded co-curricular program open to all is a strong deterrent against student unrest.
					34.	Interested and concerned teachers are the school's best insurance against poor morale.

SA	A	N	D	SD		Statement
					35.	Teaching Black culture, history, and music in isolation from other cultures is of little value.
					36.	Students should have some input into the hiring, retention, and promotion of teachers, counselors, coaches, and even principals.
					37.	Night athletic events, school proms, plays, etc., should be discontinued to curb some of the racial unrest in our schools.
					38.	Christmas decorations reflecting traditional religious themes should be barred from all public schools.
					39.	The school board should not be concerned with the personal political, religious, or economic beliefs of teachers or students.
					40.	The wearing of arm bands, buttons, or other emblems of protest should be prohibited by the school.
					41.	The use of mascot names, e.g., rebels, raiders, or generals for integrated athletic teams should be denied by the school board.
					42.	The student newspaper should be free and responsible for the open discussion of all problems and issues pertaining to the school.
					43.	Police officials should not be permitted to take students out of class for questioning without a warrant.
					44.	Pending the outcome of an investigation, the right of a student to be present on the campus and to attend class should not be denied.
					45.	Without specific authorization by the student or his parents, no investigative agency should have access to a student's cumulative record.

SA	A	N	D	SD		Statement
					46.	There should be freedom within the classroom at all times to express opposing views on all subjects by all individuals.
					47.	As assigned seats facilitate roll taking, a definite seating arrangement should be required in all classes.
					48.	The school newspaper should be free to present responsible student views and criticisms of school policies.
					49.	Honor societies, e.g., Beta Club and National Honor Society, should be barred from school campuses because they create an academic elitism or snobbery which is bad for school morale.
					50.	Written reports and examination papers should be returned to the student in private manner.
					51.	Black studies should be provided in every school where Black students are enrolled.
					52.	ROTC units should be barred from the high school curriculum.
					53.	Students petitions to the principal should be ignored.
					54.	Sex education should be the responsibility of parents, not the school.
					55.	Parents have a right to know if their children are involved in any difficulties with school authorities or with persons outside the school.
					56.	The school counselor may not ethically repeat information given to him in confidence by a student.

SA	A	N	D	SD		Statement
					57.	In any hearing before a disciplinary board, the student should be afforded a chance to present witnesses and evidence in his behalf and to question witnesses appearing against him.
					58.	The school faculty should be able to disqualify candidates nominated for school office.
					59.	Education should be individualized as much as possible, as every student is a unique person.
					60.	The intercom system should never be used by the principal to listen in on a class.
					61.	Other than for strictly educational purposes, policemen should not be permitted on school property while in uniform or carrying an open or concealed weapon.
					62.	In disciplinary cases arising at school, only disinterested parties should be permitted to sit on the disciplinary board.
					63.	In student elections, only students should be authorized to collect and tabulate the votes and to announce the results.
					64.	To be eligible for class office, a student should have a minimum academic over-all average of C.
					65.	No student, without knowledge and permission of his parents, should be referred to any clinic or outside agency such as mental health.
					66.	In the school's curriculum, management, and reward system, girls are more heavily favored than boys.
					67.	Unworkable or unenforceable rules should be changed, with students having a major voice in recommending alternatives.

SA	A	N	D	SD		Statement
					68.	To help develop an appreciation of the contributions and worth of others, students should have an opportunity to become acquainted with the contributions of famous Americans who come from ethnic minority groups.
					69.	An open mind, a sense of humor, and a warm smile are a teacher's best aid in maintaining a good classroom atmosphere.
					70.	Students as well as faculty should be invited to serve on curriculum revision study committees.
					71.	Paintings of a religious nature should be removed from public schools.
					72.	Parochial schools should be permitted to receive some public monies for their support.
					73.	The mode of a student's dress correlates with his behavior and attitude toward school.
					74.	The singing or playing of "Dixie" or "We Shall Overcome" should be forbidden at all school functions.
					75.	The American system is superior to all others.
					76.	Individuals are of different human worth.
					77.	In the formulation and application of policies affecting academic and student regulatory matters, students should have a clearly defined way to participate in these decisions.
					78.	Because he is a citizen, a student should enjoy the same freedom of speech, peaceful assembly, and petition as other citizens in our society.
					79.	Parents should know the standards of behavior expected of their children by schools.

SA	A	N	D	SD		Statement
					80.	"Tom Sawyer," "Huckleberry Finn," "Uncle Remus," and "Oliver Twist," and other literary works with racial overtones should be removed from library shelves.
					81.	Only with the student's or his parents' permission should the student's record, or any portion of it, be made available to persons outside the school.
					82.	Whenever possible, the student should have the privilege of choosing the class section he will be in and the teacher who will teach him.
					83.	Students' organizations should be free to invite speakers of their choosing to speak on campus without being impeded by school authorities.
					84.	Students should be able to place notices on the main bulletin board without fear of having them removed or getting in difficulty with the principal.
					85.	Personality and interest inventory results, along with standardized test scores, should be reported to the student confidentially.
					86.	Married students should not be permitted to hold student offices or participate in co-curricular activities.
					87.	The school board should refuse to review petitions or to hear protest groups from the school.
					88.	Regarding the final grade a student is given in a course, some avenue of appeal should be provided to the student who questions the validity of his grade.
					89.	Students who are planning a walkout in protest of some school policy should be afforded a place on school premises to meet to discuss their strategy.

SA	A	N	D	SD		Statement
					90.	Co-curricular activities should be held during the school day and should be open to all without the charging of fees.
					91.	I.Q. tests violate a student's right to privacy.
					92.	Students should be involved in deciding the content of the courses offered in the school's curriculum.
					93.	Students in legal difficulty should be apprised by school officials of sources of counsel and offered any other assistance the school might be able to give.
					94.	The role of student government, its general and specific responsibilities, should be spelled out and made explicit by the school principal.
					95.	Dress codes are most often not enforceable and constitute a violation of the student's right of self expression.
					96.	Known radicals should be barred from speaking to students.
					97.	A student who refuses to say the pledge of allegiance is unpatriotic and should be castigated openly for his lack of patriotism.
					98.	Underground newspapers should be confiscated if circulated on school premises.
					99.	In planning the school menu, the dietary habits of certain religious sects should be taken into consideration.
					100.	Schools should discourage interracial dating, courting, and other forms of social integration.

SA	A	N	D	SD		Statement
					101.	The ban on school prayer and Bible reading in schools is one of the causes of present unrest.
					102.	Every student should be made to feel a deep sense of pride in his ethnic heritage.
					103.	Students suspended from school should be permitted to make up the tests or other work given during their suspension.
					104.	Monitors should be stationed in all restrooms throughout the school day to report on persons without passes.
					105.	Behavior as well as academic marks should be considered in determining a student's qualifications to hold school office.
					106.	Corporal punishment demeans the person and is not a deterrent of future misbehavior.
					107.	Every child who attends school, regardless of race or socio-economic status, should be treated and received with respect by secretaries.
					108.	The school principal should never conduct a search without good cause and then only in the presence of the student.
					109.	During any investigation, the student should be fully apprised of his rights.
					110.	If charged with some infraction, the student should be advised specifically of the infraction of which he is charged, with full particulars, along with the names of persons making the accusation.
					111.	No teacher is justified in holding a class overtime to force the guilty to confess or his classmates to inform on him.

SA	A	N	D	SD		Statement
					112.	Minority groups have a right to proportionate representation on the faculty as teachers, counselors, coaches, and administrators.
					113.	Students have a right to petition to the school board for the removal of harsh, unfair, or unworkable policies.
					114.	Ministers in the community should be invited to speak at student assemblies on moral and spiritual matters.
					115.	A student who argues or disagrees with the teacher should be put in his place as quickly as possible.
					116.	Students should be free from harassment by school officials, and no student should be coerced into an admission of guilt, or forced to testify against his fellows.
					117.	Students should be consulted in the appointment of a new principal or assistant principal, athletic coach, or school counselor.
					118.	The length of a student's hair should not prevent him from representing the school as a member of the debate team, athletic teams, or marching band.
					119.	As long as the rights of others are not violated, the student should have the right to protest and demonstrate against unfair or discriminatory rules.
					120.	In school and out, the student should be free to affiliate and organize for educational, political, or cultural purposes.
					121.	If students are to be well informed, the opportunity to hear approving premises is very vital.
					122.	Students should have free access to the school's inter-communications system to make announcements.

SA	A	N	D	SD		Statement
					123.	Names and grades should not be posted by the teacher.
					124.	The student should have the right to question the validity and reliability of the teacher's test, including the instructor's fairness in determining the grade.
					125.	Test grades should be discussed and evaluated in terms of the age, sex, culture, and biases of the student.
					126.	Girls who are pregnant should be dropped from school.
					127.	Recruiting officers should not be permitted to talk with high school students on school premises.
					128.	Students have the right to strike and boycott classes to make their grievances known to school officials.
					129.	A student has the right to choose his friends and associates from the various members of his class.
					130.	Students should be permitted to choose their school colors, mascot, school yells, and team names.
					131.	The school schedule should provide each student with some unencumbered time to use as he himself determines.

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Howe, Harold; et. al. Racism and the American Education: A Dialogue and Agenda for Action. New York: Harper and Row Publishers, Inc., 1970.

In its final report to President Nixon, the Commission for the Observance of Human Rights Year concluded that there is need to increase instruction in the concepts of human rights at all levels of the educational system.

Hudgins, H. C., Jr. "Action Not as Heavy on Student Rights." Nations Schools. Vol. 87, No. 3, March, 1972.

A review of 1971 litigation in traditional areas of student freedom.

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A study guide for use in analysis of human rights. Thoughtful discussion, suggestions and questions follow each chapter.

________. Human Rights...Unfolding of the American Tradition. Washington: U. S. Department of State, U. S. Government Printing Office, 1960.

A selection of documents and statements that have "set human beings free over the centuries."

________. Joint Statement on Rights and Freedoms of Students. Washington: Joint Commission on Rights and Freedoms of Students, 1967.

A statement on human rights and freedoms of students drafted by a joint committee comprised of representatives from the American Association of University Professors; U. S. National Student Association: Association of American Colleges; National Association of Student

Personnel Administrators; and National Association of Women Deans and Counselors.
Copies available from the Office of the Joint Commission.

Jones, Howard Mumford (ed.) Primer of Intellectual Freedom
Boston: Harvard University Press, 1949.

A collection of essays dealing with the right of teachers, students and researchers to freely investigate and discuss all ideas.

Kelly, Frank. Your Laws.
New York: G. P. Putnams' Sons, 1970.

Covers such topics as laws and liberty and the individuals right to shape laws, etc.

Knight, Harold V. With Liberty and Justice for All.
New York: Oceana, 1967.

Surveys the Bill of Rights, Amendments and recent laws affecting civil liberties.

Knowles, Laurence W. "Student Rights Find a Friend in Court (s)." Nations Schools. Vol. 87, No. 3, March, 1971.

Discusses student rights as construed in the watershed cases in re. Gault and Tinker.

Konvitz, Milton (ed). Bill of Rights Reader, 3rd ed.
Ithaca, New York: Cornell Press, 1965.

Discusses in great detail the basic freedoms granted by the Bill of Rights--how they are being threatened--a source of leading Constitutional cases on the Bill of Rights with both concurring and dissenting opinions.

Konvitz, Milton R. Expanding Liberties.
New York: The Viking Press, Inc., 1966.

Traces the expansion of old liberties and the evolution of new ones since World War II.

Konvitz, Milton R. Fundamental Liberties of a Free People: Religion, Speech, Press, Assembly.
New York: Cornell University Press, 1957.

Traces the historical backgrounds of these basic rights and analyzes Supreme Court Decisions dealing with First Amendment Freedoms.

Ladd, Edward T. "Toward an Educationally Appropriate Legal Definition of Disruptive Student Behavior." *Educational Administration Quarterly*. Fall, 1971.

Deals with the kinds of student behavior alleged to be disruptive which should and should not be legally subject to control.

Ladd, Edward T. "Civil Liberties for Students--at What Age?" Paper delivered at First Annual Study Conference in School Psychology, Temple University, June, 1972. Atlanta: Emory University.

A strategy for systematically providing greater self-direction for students in the school setting.

________. *Layman's Guide to Individual Rights Under the United States Constitution*. SubCommittee on Constitutional Rights of the Committee on the Judiciary United States Senate. 3rd revised edition, 1972.

A Guide designed to define simply and clearly the Constitutional rights of American citizens in layman terminology.
Cost 20 cents. U. S. Government Printing Office.

LaMorte, Michael W.; Gentry, Harold W.; and Young, D. Parker. *Students Legal Rights and Responsibilities*. Cincinnati: W. H. Anderson Company, 1971.

Addresses itself mainly to the area of case law and deals specifically with reported cases directly concerned with the public secondary school. Has chapters on freedom of expression, search of student lockers and procedural due process.

Levy, Leonard William. *Legacy of Suppression: Freedom of Speech and Press in Early American History*. Boston: Harvard University Press, 1960.

Historical study of the origins of the Constitutional guarantees of freedom of expression.

Leinwand, Gerald, ed. *Civil Rights and Civil Liberties*.
Washington: Washington Square Press, Inc., 1968.

Explores the current issues of civil rights and liberties.

Longaker, Richard P. and Quigley, Charles N.
Conflict, Politics and Freedom.
Boston: Ginn and Company, 1968.

A study of conflict in a free society; its origins, its positive functions, the limits which must be imposed on its expression, and the ways in which citizens and leaders in a constitutional system deal with it.

MacIver, Robert M. *Great Expressions of Human Rights*.
New York: Harper and Row, 1950.

Fourteen historical documents are interpreted by authorities for practical application to current problems.

Nash, Paul. *Authority and Freedom in Education*.
New York: John Wiley and Sons, Inc., 1966.

The author deals effectively with such topics as: the freedom to become one's self, the freedom to enjoy equal opportunities, the freedom to choose, the freedom to create.

Nepi, Rosary Grace. *An Analysis of the Effect Upon Attitudes of Fifth and Sixth Grade Students of a Unit of Study on The Bill of Rights*. Unpublished Ph.D. Dissertation, United States International University, California Western Division, 1968.

An effort to determine the effect upon attitudes of fifth and sixth grade students when taught an experimental unit called, *Your Rights and Responsibilities as American Citizens*. Excellent bibliography.

Nolte, M. Chester. *School Law in Action: 101 Cases at Law*.
Nyack, New York: Parker Publishing Co., 1971.

Patrick, John J. *Political Socialization of American Youth: Implications for Secondary School Social Studies.*
Washington: National Council for the Social Studies, NEA, 1967.

A review of research on the topic of political socialization of American youth.
Cost $2.50. NCSS.

———. *The Pupil's Day in Court: Review of 1969 Research Report 1970 - R - 9.*
Washington: NEA, 1970.

Contains state and federal court opinions published during 1969, where pupils either in elementary or in secondary schools or students attending tax-supported institutions of higher education were litigants.
Cost $2.00. NEA.

Quigley, Charles N. *Your Rights and Responsibilities as an American Citizen.*
Boston: Ginn and Company, 1967.

Designed to help students understand the need for laws to preserve the eseential values of American society.

Reitman, Alan, et. al. *Corporal Punishment in the Public Schools.*
New York: ACLU, 1972.

A 42-page summary of the current situation as regards corporal punishment in public schools and the psychological, educational and legal arguments against it.

———. *Revolution in Civil Rights - 1945-1968.*
Washington: Congressional Quarterly, 1970.

A review of civil rights developments from the post war years to 1968.

Sandman, Peter M. *Students and the Law.*
New York: Collier Books, The MacMillan Co., 1967.

A guide for high school and college students to assist them in recognizing their rights to free speech and due process.

Sears, David O. and Zellman, Gail L. "Childhood Origins of Tolerance for Dissent." *The Journal of Social Issues*. Vol. 27, No. 2, 1971.

Results of a study on the way children acquire attitudes toward certain human rights.

Seymour, Schwartz. *The Civil Liberties of the American Public School Student: An Examination of Legal Aspects of Students' Rights and Philosophical Implications for Curriculum Development.* Unpublished doctoral dissertation.
Detroit: Wayne State University, 1968.

Snider, Glenn R. "Human Rights: A High Priority in Teacher Education." *Phi Delta Kappan*. November, 1971.

Describes the Phi Delta Kappa Teacher Education Project on Human Rights.

Shaver, James P. *The Teacher in a Multivalue Society*. Paper prepared for a symposium on values at the National Catholic Educational Association and the National Council of the Social Studies, Georgetown University, June 25, 1970.
Logan, Utah: Utah State University.

A conceptualization on the ways values of a democratic society can be treated in the context of citizenship education.

Starr, Isidore. "Recent Supreme Court Decisions." *Social Education*. October and December, 1955; April, May and December, 1957; December, 1958; April, 1961; December, 1962.

Strouse, Jeanne. *Up Against the Law: The Legal Rights of People Under 21*.
New York: Signet, 1971.

Covers a wide range of topics and cases relating to student rights. Resource for social studies teachers.

________. *The Student's Day in Court: Review of 1970 Research Report 1971 - R-8*.
Washington: NEA, 1971.

Contains digests of 171 Court decisions concerning students. The case digests are classified under seven headings: (a) admission and attendance; (b) school desegregation; (c) student discipline; (d) student injury; (e) religion; (f) transportation; and (g) miscellaneous.
Cost $2.50. NEA.

Westin, Alan F. How Students View Their Schools as Institutions in a Democratic Society and Their Perceptions of Democratic and Undemocratic Practices.
Unpublished paper.
New York: Center for Research and Education in American Liberties of Teachers College, Columbia University, 1969.

Reports results of a survey of students on their perceptions of democratic practices in the public school setting.

4. Background Information and Supplemental Reading.

________. Academic Freedom in the Secondary Schools.
New York: ACLU, 1969.

Suggests guidelines for applying the principles of academic freedom and civil liberties to the secondary school.
Cost 25 cents. ACLU.

Bailey, Stephen K. Disruption in Urban Public Secondary Schools.
Washington: NASSP, 1969.

Addresses itself to problems in our city schools as well as to student unrest in suburbs and rural areas.

________. "Education and Human Rights." Education Panorama. Vol. IX, No. 4.
Washington: World Confederation of Organizatins of the Teaching Profession, 1967.

Article entitled "Teaching About Human Rights: a Survey," contains chapters entitled Historical Perspective, Pedagogic Considerations, Teacher Education and Human Rights, and Suggestions and Proposals. Available from WCOTP.

Elkins, Charles. The Human-Legal Rights of Students. Unpublished study prepared for Phi Delta Kappa Project under direction of Herbert Hengst, University of Oklahoma, 1972.

Relates the suggested commitment for each of 12 rights, outlined in the PDK Guide for Improving Teacher Education in Human Rights to an associated court case.

Garfinkle, Herbert. When Negroes March.
New York: Atheneum Co., 1969.

New developments in race relations resulting from mass demonstrations to achieve civil and human rights.

________. Inequality in Education.
Cambridge: Harvard University, Center for Law and Education.

An analytical news bulletin on human rights topics. Published six times a year.
Cost $60.00 per year.

Liebert, Roland. Problems in Student Rights and Freedoms.
Washington: USNSA, 1964.

A somewhat legally outdated publication with worthwhile sections on "In Loco Parentis;" "Legal and Judicial Protections;" "Demands of Social Standards;" and "Requirements of Academic Ideals."

Lincoln, C. Eric, (ed.) Is Anybody Listening to Black America.
New York: The Seaberry Press, 1969.

A book on how Americans perceive themselves and their place in society, and how they perceive each other across the barrier of color.

Lukas, Edwin J. Social Welfare and the Rights of the Poor.
New York: The American Jewish Committee. Institute of Human Relations, 1965.

Default in the safeguarding of the civil rights of the poor.

Nelson, Jack L., et.al. Radical Ideas and The Schools.
New York: Holt, Rinehart and Winston, Inc., 1972.

Presents some ideas about education which differ dramatically and extensively from the common view. Ideas considered heretical in some societies and popular in others. Sometimes minority views become accepted; at other times they are castigated.

Philips, Ethel C. You in Human Rights: A Community Action Guide for International Human Rights Year.
New York: Publications Service UNA-USA, 1968.

Stresses the need for a human rights speed-up which becomes an on-going, sustained effort involving the community.

________. Report of the Task Force on Human Rights. Washington: NEA, 1968.

Recommends positive actions that should be taken to secure human rights of educators and students.

________. Teaching Human Rights, A Handbook for Teachers. New York: Sales Section, United Nations, 1963.

Provides background information on work of the United Nations and UNESCO in the field of human rights.

Weinstien, Gerald and Fantini, Mario. Toward Humanistic Education, a Curriculum of Affect. New York: Praeger Publishers; published for Ford Foundation, 1971.

The present crisis in the education of poor, minority group children is forcing educators to look more closely at virtually all of their assumptions about learning and teaching, especially with the disadvantaged.

Zeigler, Harmon. The Political Life of American Teachers. New Jersey: Prentice-Hall, Inc., 1967.

Observations resulting from interviews with 803 high school teachers leads to some generalizations on the political orientation of teachers and its effect on the attitudes of students.

II - UNANNOTATED BIBLIOGRAPHY

(Prepared by Human Rights Task Force - University of Miami, Miami-Dade County Junior College, and Dade County School System.)

THE RIGHT:

Of Equal Opportunity.

Brown, D. *Bury My Heart at Wounded Knee*.
New York: Bantam Books, Inc.

Ellison, R. *Invisible Man*.
New York: New American Library.

Greenlee, S. *The Spook Who Sat By the Door*.
New York: Bantam Books, Inc.

Machiavelli, *The Prince*.
Bridgeport, Connecticut: Airmont Publishing Company, Inc.

Orwell, G. *Animal Farm*.
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New York: New American Library.

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Brown, D. *Bury My Heart at Wounded Knee*.
New York: Bantam Books, Inc.

Clark, W. V. *Ox-Bow Incident*.
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Lee, H. *To Kill A Mockingbird*.
New York: Popular Library.

Montgomery, R. H. *Sacco-Vanzetti*.
Belmont, Massachusetts: Western Islands.

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New York: Ballantine Books, Inc.

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Stone, P. and Edwards, S. 1776.
New York: Viking Press, Inc.

Of Dissent.

Baldwin, J. Fire Next Time.
New York: Dell Publishing Company.

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New York: New American Library.

Cleaver, E. Soul On Ice.
New York: Dell Publishing Company.

Greenlee, S. The Spook Who Sat By The Door.
New York: Bantam Books, Inc.

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New York: New American Library.

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New York: MacMillan.

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Aluchen, S. Tevye Stories.
New York: Pocket Books.

Dostoyevsky, F. Brothers Karamazov.
Bridgeport, Connecticut: Airmont Publishing Company.

Greene, G. Power and the Glory.
New York: Bantam Books, Inc.

Hawthorne, N. Scarlet Letter.
New York: Dell Publishing Company.

Malamud, B. The Fixer.
New York: Dell Publishing Company.

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New York: New American Library.

Potok, C. The Chosen.
New York: Crest-Fawcett World Library.

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To Privacy.

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Faulkner, W. Intruder in the Dust.
New York: Modern Library College Editions.

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New York: Perennial Library, Harper and Row, Publishers.

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Boston, Massachusetts; Ivy Notes.

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Lawrence, J. and Lee, R. Inherit the Wind.
New York: Pathfinder Bantam.

Lewis, S. Babbitt.
New York: Signature. New American Library.

Melville, H. Bartleby.
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Melville, H. Four Short Novels.
New York: Bantam Books, Inc.

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New York: Macmillan.

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New York: Delta Dell Publishing Company.

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New York: Charles Scribner's Sons.

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Boston, Massachusetts: Ivy Notes.

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Steinbeck, J. Grapes of Wrath.
New York: Bantam Books, Inc.

Of Freedom of Assembly.

Golding, W. Lord of the Flies.
New York: G. P. Putnam's Sons.

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III - AUDIO-VISUAL MATERIALS

(An annotated list of 16mm film, filmstrips and recordings. Each entry includes the title, pertinent technical details, a brief description of the content, and an abbreviated symbol indicating the distributor.)

1. 16 MM FILM.

THE BILL OF RIGHTS IN ACTION SERIES:

Freedom of Religion.
(21 min., color, BFA)
The setting is an emergency hearing arguing the constitutional issues involved in the case of a pregnant woman and her husband who have both refused, on religious grounds, a transfusion needed to save the life of her unborn baby. The film raises the question of the point at which the interests of society outweigh the individual's constitutional right to freedom of religion.

Freedom of Speech.
(21 min., color, BFA)
This film follows the case of an unpopular speaker who is convicted of disturbing the peace. Lawyers argue the constitutional issue before a court of appeal.

Due Process of Law.
(21 min., color, BFA)
In the setting of a hearing to reinstate a student who has been summarily suspended after an act of violence during a campus demonstration, questions are raised regarding due process and the values surrounding it.

The Right to Privacy.
(25 min., color, BFA)
Electronic surveillance by the police results in the issuance of a search warrant. The film concerns a pre-trial hearing on a motion to suppress the evidence.

Equal Opportunity.
(22 min., color, BFA)
Compensatory discrimination is examined when a black factory worker has been promoted over a white, even though the white has seniority. Lawyers argue the case before an arbitrator.

THE BILL OF RIGHTS SERIES:

Justice, Liberty and Law.
(20 min., color, CHU)
An introduction to one of the conflicts of a free society; how our government is to enforce order while providing justice and a maximum of freedom to the individual. The film sets the Bill of Rights in an historical perspective and provides an introduction to the other films in the series.

Search and Privacy.
(22 min., color, CHU)

Speech and Protest.
(22 min., color, CHU)

Interrogation and Council.
(22 min., color, CHU)
These films deal with specific amendments in the Bill of Rights. In each film the conflict is made immediate by interviews with critics and supporters of recent Supreme Court rulings, with students, police, and people who feel they have suffered injustices. The films present a dramatic episode with provision to stop the projector for discussion between sequences. A very good series.

THE CONSTITUTION SERIES;

(3 parts, 60 min. each, IQF)
(Suggested for mature and motivated students.)

One Nation (1787-1791) deals with the drafting and adoption of the Constitution,

One Nation Indivisible (1792-1865) demonstrates the durability of the Constitution, and,

With Liberty and Justice for All (1866-present) shows how the Supreme Court protects the right of Americans under the Constitution.

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Alienating Language.
(25 min., B & W, ADL)
Simulation film which presents the danger of turning people off because of language which alienates.

Classroom Confrontations.
(25 min., B & W, ADL)
A simulation film dealing with classroom confrontations growing out of violations of human rights.

Civil Rights Movement--The South.
(28 min., B & W FI)
Examines the forces that combined, after the Supreme Court's desegregation decision, to ignite the civil rights movement in the South. Clips are shown that illustrate representative moments in the history of the protest.

The Constitution--Guardian of Liberty.
(20 min. B & W, color, McGH)
Illustrates constitutional safeguards to our civil rights and liberties.

Date with Liberty.
(20 min., B & W, ADL)
Among the five episodes are examples of freedom of press and the right to express dissent.

Democracy: The Role of Dissent.
(13½ min., color, b & W, COR)
A group of tenants face the question of whether actions such as strikes and demonstrations are justified if legal channels for the redress of grievances fail.

Democracy: Your Voice Can Be Heard.
(18½ min., B & W, color, COR)
A successful campaign by Detroit high school students for improvements at a public hospital shows how individuals can be effective in a democracy.

Due Process of Law Denied.
(29 min., B & W, TFC)
An excerpt from The Oxbow Incident dramatizes the dangers of denying an accused person his constitutional rights.

Due Process of Law.
(21 min., color, BFA)
In the setting of a hearing to reinstate a student who has been summarily suspended after an act of violence during a campus demonstration, questions are raised regarding due process and the values surrounding it.

Free Press Versus Fair Trial: The Sheppard Case.
(30 min., color, EBF)
Presents the famous case of a man convicted of his wife's murder, but because of the enormous publicity surrounding the trial, he was later ordered retried and ultimately acquitted.

The Great Rights.
(14 min., color, BF)
Lively animation of what could happen if the Bill of Rights was revoked.

Heritage.
(10 min., color, ADL)
An animated cartoon on human rights, moral values, and the relationship between rights and responsibilities.

How to Lose What We Have.
(12 min., B & W, AEF)

Demonstrates how dictators take over when citizens shirk their responsibilities.

Justice Black and the Bill of Rights.
(32 min., B & W, color, BAIL)
(Suggested for highly motivated students.)
Among the subjects Justice Black discusses is the possible conflict between constitutional law and morality and police powers versus the rights of the accused.

Mightier Than The Sword: Zenger and Freedom of the Press.
(23 min., B & W, TFC)
Describes the famous case which established the principle that publishing the truth is not libel.

National Citizenship Test.
(51 min., B & W, 2 parts, McGH)
Opens with a series of questions concerning governmental structure, and then illustrates our fundamental rights under the First and Fifth Amendments.

Of Human Rights.
(20 min. B & W, ADL)
The United Nations Declaration of Human Rights is the basis for this discussion of persecution and the flouting of human rights.

Our Basic Civil Rights.
(12½ min., B & W, color, COR)
Details our fundamental liberties as defined in law.

Our Living Constitution.
(11 min., B & W, color, COR)
Explains the importance of the Constitution in guaranteeing individual rights and freedoms, in protecting the interests of society, and in changing to meet the needs of the times.

President Kennedy Speaks on the Bill of Rights.
(4 min., B & W, TFC)
An address on the history and significance of the Bill of Rights, filmed shortly before his death.

Profiles in Courage--Anne Hutchinson.
(2 reels, 25 min. each, B & W, IQF)
Portrays the struggle of Anne Hutchinson for religious tolerance and freedom of conscience in colonial New England.

Profiles in Courage--General Alexander William Doniphan.
(2 reels, 25 min. each, B & W, IQF)
A newly-commissioned officer refuses to obey his superior's order to execute the Mormon leader, Joseph Smith, thus risking the consequences of insubordination rather than violating his own conscience and views of religious freedom.

Profiles in Courage--Prudence Crandall.
(2 reels, 25 min. each, B & W, IQF)
A New England schoolteacher, accepting only her conscience as her guide, insists on the right to an education of every American child, regardless of race.

Right to Be Let Alone: The Mapp Case.
(30 min., color, EBF)
Discusses searches and seizures, and whether evidence found in an illegal search and seizure is admissible in a state court as well as in a federal court.

Right to Legal Counsel: The Gideon Case.
(30 min., color, EBF)
Describes Gideon's single-handed fight to require a state court to appoint counsel to represent indigent defendants accused of serious crimes.

Rock in the Road.
(6 min., color, BFA)
This animated film presents a brief story which may be used to stimulate discussion of moral and ethical values. There is no narration or dialogue. A man coming down the road trips over a rock and plunges into a hole. As he emerges he spots someone else coming. He quickly replaces the rock and hides, laughing as the second man also falls into the hole. The second man sets up the accident for a third and the third for a fourth. But the fourth man removes the rock, fills in the hole, and goes away happy. An excellent film.

Rules and Regulations.
(25-30 min., B & W, ADL)
Simulation film shows how school rules and regulations may very seriously disrupt and interfere with the orderly process of teaching.

2. FILMSTRIPS.

American Decades. (series title) (color, sound, FSH)

In the 1950's set, The Struggle for Human Rights highlights such topics as the Supreme Court's decision on school desegregation. In the 1960's set, the Struggle for Human Rights deals with race riots, freedom marches, new legislation, Supreme Court decisions, and the duties of responsible citizenship.

Bill of Rights Series.
(color, IFB)
Discusses the events and developments which made the first ten Amendments necessary and which require their continued enforcement today. Individual titles are:
The First Amendment.
The Fourth Amendment.
The Fifth Amendment.
The Sixth Amendment.
The Eighth Amendment.

The Fight for Our Rights.
(color, sound, SCHLT)
Documents the changing interpretations applied to eight of the freedoms covered by Constitutional amendments.
Titles in Set One are:
Freedom of the Press
Freedom of Religion.
The Right of Peaceful Assembly.
The Right to go to School.
Titles in Set Two are:
The Right to Bear Arms.
The Right to Counsel.
The Right to Vote.

Law and Order. (series title)
(color, sound, SCHLT)
Takes a close look at the sources of the democratic system in America and the disparity between the theory and practice of individual rights. Titles are:
How Laws Develop.
Individual Rights: The Theory.
Individual Rights: The Practice.
Non-Violent Dissent.
Violent Dissent.
The Establishment Responds.

Our Heritage of Freedom.
(color, captions or sound, EGH)
Tells of the men and women who transformed democratic precepts into a living example and a workable way of life.
The following are appropriate for the Introduction:
Our Heritage of Freedom.
The Meaning of Democracy.
Making Democracy Work.

3. TAPES

Jefferson Heritage. (series title)
(30 min. each, TAPE)
Analyzes the growth and development of individual and civil liberties in the United States, as Jefferson might have viewed them. The following titles are appropriate:

- The Danger of Freedom.
- Freedom of the Press.
- The Ground of Justice.
- Light and Liberty.
- The Living Declaration.
- To Secure These Rights.

SOURCES OF CONTACT

1. General Purpose Contacts

ABA American Bar Association
1155 E. 60th
Chicago, Illinois 60637

ACLU American Civil Liberties Union
22 E. 40th Street
New York, N. Y. 10016

Civic Education Service
1733 K Street, N. W.
Washington, D. C. 20006

Harvard Social Studies Project
Harvard University Center for Law and Education
38 Kirkland Street
Cambridge, Massachusetts 02138

The Journal of Social Issues
The Society for Psychological Study
Box 1248
Ann Arbor, Michigan 48106

NASSP National Association of Secondary School Principals
NCSS National Council of Social Studies
NEA National Education Association
NSPRA National School Public Relations Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

NOLPE National Organization on Legal Problems of Education
825 Western Avenue
Topeka, Kansas 66606

Phi Delta Kappan
8th and Union
Bloomington, Indiana 47401

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USNSA College Law Bulletin
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United States Government Printing Office
Washington, D. C. 20402

Office of YOU and Student Affairs
Department of Health, Education, and Welfare
330 Independence Avenue, S. W.
Washington, D. C. 20201

WCOTP Education Panorama
World Confederation of Organizations of the Teaching Profession
5, chemin du Moulin, 1110 Morges,
Suisse

Yale Law School
Legal Services Organization
New Haven, Connecticut 06520

2. Audio-Visual Contacts

ADL Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

AEF American Economic Foundation
51 East 42nd Street
New York, New York 10017

BF Brandon Films, Inc.
200 W. 57th Street
New York, New York 10019

BFA Educational Media
2211 Michigan
Santa Monica, California

BAIL Bailey-Film Associates
11559 Santa Monica Blvd.
Los Angeles, California 90025

CHU Churchill Films
662 N. Robertson Blvd.
Los Angeles, California 90069

COR Coronet Films
65 E. South Water Street
Chicago, Illinois 60601

EBF Encyclopedia Britannica
Educational Audio-Visual, Inc.
Pleasantville, New York 10570

EGH Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

FI Films Incorporated
1144 Wilmette Avenue
Wilmette, Illinois 60091

FSH Filmstrip House, Inc.
432 Park Avenue South
New York, New York 10016

IFB International Film Bureau
332 S. Michigan Avenue
Chicago, Illinois 60604

IQF IQ Films, Inc., Distributor for
Robert Saudek Association
689 Fifth Avenue
New York, New York 10022

Mc GH McGraw-Hill Films
330 West 42nd Street
New York, New York 10036

SCHLT Warren Schloat Productions
Division of Prentice-Hall
115 Tompkins Avenue
Pleasantville, New York 10570

TAPE National Tape Repository
Bureau of Audio-Visual Instruction
Stadium Building, Room 348
University of Colorado
Boulder, Colorado 80302

TFC Teaching Film Custodians
25 West 43rd Street
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